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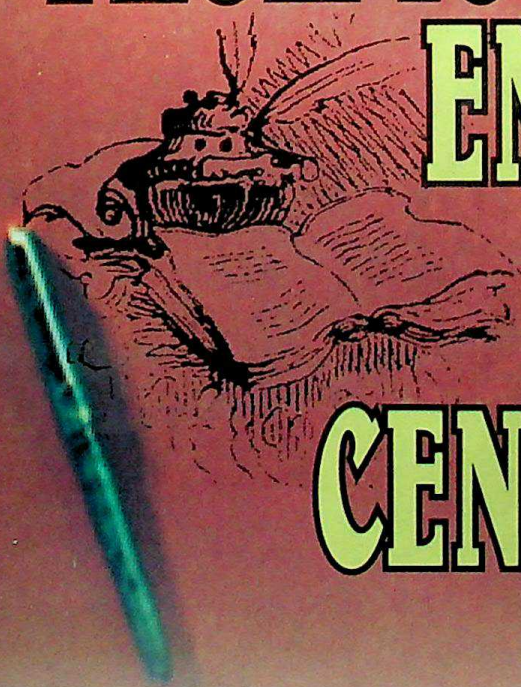
EDUCATION SYSTEM FROM 1888 TO END OF 19TH CENTURY



Edited by

B.M. SANKHDHER

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The Book

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In 1898, the British Government in India presented to the House of Lords and the House of Commons, a detailed report on the Education in India. It was prepared by J.S. Cotton. It was a comprehensive report. The British tried to show how they had succeeded in changing the whole scenario of education in India.

The total population was above 23 crores and the total number of MAs produced in British India in five years from 1892 to 1897 was less than the total number of MAs produced by some large colleges today. It was 348. There were no M.Sc.'s in 1897.

The British Government imposed their system of education in India under the pretext that science was being neglected in the independent educational institutions. But the fact remains that for all practical purposes there was hardly any research or higher education in India. The Universities were producing mostly Matriculates and Intermediates, and that too in Arts.

This was all a trap and the scientific research continued to be completely neglected. There were hardly any properly equipped colleges with science laboratories in the country.

This book critically analyses the Education System from 1888 to End of 19th Century.

Contents include: Progress of Education in India; Secondary Education in India; Primary Education in India; Training Schools in India; Technical Education in India; European Education in India; Education of Indian Chiefs, Noblemen and Backward Classes; Private Educational Institutions in India; Hostels and Boarding Houses for Students in India; Physical and Moral Training in Educational Institutions in India; Educational Conferences in India; Textbooks and Libraries for Educational Institutions in India, etc.

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EDUCATION SYSTEM FROM
1888 TO END OF 19TH CENTURY

(ENCYCLOPAEDIA OF EDUCATION SYSTEM IN INDIA — 4)

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Dedicated to
My father
SHRI SHYAM SUNDER SANKHDHER
an eminent educationist
and my constant source of inspiration.
November 30, 1903 to September 17, 1994

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Preface

In 1898, the British Government in India presented to the House of Lords and the House of Commons, a detailed report on the Education in India. It was prepared by J.S. Cotton. It was a comprehensive report.

The British tried to show how they had succeeded in changing the whole scenario of education in India. Indeed many new educational institutions had come up. But it must be emphasized that the British planned education not in accordance with the needs and aspiration of the people of India but strictly in accordance with their own colonial needs and exigencies.

The population at the close of the nineteenth century had crossed the 23 crore mark and yet the total number of women in Arts Colleges in India in 1892 was 45 only. In 1897, the total number of girls in Arts Colleges was 87. It means that in all the Arts Colleges which were 132 in British India, there were not even a hundred girls, after almost 150 years of British hegemony in India.

This was indeed pitiable.

The total population was above 23 crores and the total number of MAs produced in British India in five years from 1892 to 1897 was less than the total number of MAs produced by some large colleges today. It was 348.

There were no M.Sc.'s in 1897.

The British Government imposed their system of education in India under the pretext that science was being neglected in the independent educational institution. But the fact remains that for all practical purposes there was hardly any research or higher education in India. The Universities were producing mostly Matriculates and Intermediates, and that too in Arts.

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This was all a trap and the scientific research continued to be completely neglected. There were hardly any properly equipped colleges with science laboratories in the country.

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New Delhi B.M. SANKHDHER

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GENERAL INTRODUCTION

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General Introduction

BACKGROUND

When the East India Company acquired territories in various parts of India, it found that India had a network of educational institutions all over the country. There were also institutions where under state patronage, highly distinguished scholars were involved in highest scientific and philosophical research, Swai Jai Singh of Jaipur had shown a tremendous interest in promoting research in the fields of mathematics, astronomy, astrology, law, metaphysics, literature, medicine, philosophy and fine arts. Excellent philosophical and scientific studies with the help of most modern observatories were going on in Berar as well as in Poona, Ujjain, Mysore, Mathura, Delhi and in other parts of the country.

The Great Moghuls had also provided a lot of encouragement to the understanding of Sanskrit, Persian and Arabic literatures.

The whole literary world of India was feeling the magical impact of the greatest literary masterminds such as Goswami Tulsidas, Meera, Guru Nanak, Surdas, Rahim, Badaoni and Abul Fazal.

Even before Warren Hastings' Calcutta Madarsa, the Portuguese, the Dutch and the French had taken steps to promote education in various parts of India. Warren Hastings' thoughts of the Calcutta Madarsa so that people of a single community could be obtained for Co.'s trade and administration. The subjects taught were no different from those taught at other educational institutions in India such as mathematics, astronomy, theology, logic and grammar. Many important subjects were not taught at this elementary education institution. The products of this institution however could assist the mercantile organization and its activities. But the number of such individuals was

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for obvious reasons, extremely limited. Funds for its establishment were provided by the people of India.

Why Warren Hastings could not take a liberal, broadminded approach and think of a large educational institution for all Indians is a moot question. Why did he want to gain the sympathy, support and co-operation of a particular community alone is not known. Was he following a divide and rule policy even while establishing a small educational institution? Why did he neglect other sections of society? Was he narrow-minded or lacked liberality and why a similar policy was followed by Jonathan Duncan, when he established a Sanskrit College at Banaras in 1791?

Why the Sanskrit College could not be opened for all Indians? No doubt, Jonathan Duncan and his patrons wanted to collect the finest literary and scientific gems of Sanskrit literature for removing them to England but why could he not think of manuscripts in Arabic, Persian and other languages? Why did he not follow a liberal policy? Why did he keep himself confined to only one language and one community?

Efforts were made by many individuals including John Owen to start some centres for teaching languages, mathematics, knitting, etc. But those were ordinary efforts and could not create much impression on the cultural or political life of the people.

There were a large number of Co.'s employees who had no high or higher education. Many of them were illiterates. Even those who held high positions were not conversant with Asian literatures and sciences. Even the Christian Missionaries, who had come to India to spread Christianity were completely ignorant about Indian philosophical, literacy and scientific works.

But those who had developed some understanding of Indian languages, including Persian and Arabic felt inspired. Henry Parkar, for example, felt so much impressed by Sanskrit and Persian masterminds that he translated Hafiz, Meer, Durd into English. Charles Wilkins had already created a lot of interest in Sanskrit Literature in Warren Hastings, by translating *Srimad Bhagavad Gita* into English and during the time, when endeavours for more and more territories and trade were made, he could spare time for learning Sanskrit.

Some British who could understand the Indian languages and literatures felt that such literature could not be allowed to perish. Duncun, an employee of the Co. therefore established the Sanskrit

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college at Banaras, which was a prominent seat of literary and scientific research. The institution was also supposed to collect original Sanskrit manuscript on various subjects which were later on translated and many of them despatched to London and other parts of the Western World.

The Asiatic Society established in 1784 and the Colleges of Fort William and Fort St. George also did useful work in this direction.

Catalogues, lists, and original oriental manuscripts were sent to England by the Co.'s officials. Scholars from Germany, France, Denmark, Switzerland, Italy, etc. too took away innumerable original Indian manuscripts to their countries. Sir William Jone's translation of *Abhigyan Shakuntalam*, H.H. Wilson's translation of *Meghadut* and the publication of *Ramayan* by William Carey created a stir in the literacy world of Europe.

LORD MONSTUART ELPHINSTONE AND THE EDUCATION IN ENGLISH

Monstuart Elphinstone in his minutes of 1823, urged the establishment of Schools for teaching English and 'European' Science. In a communication to the Commissioner for Indian Affairs, Monstuart Elphinstone wrote :

> I consider it is more important to impart a high degree of education to the upper classes than to diffuse a much lower sort of it among the common people. The most important branch of education is that, that is designed to prepare natives for public employment. If English could be diffused among persons who had the least time for reflection, the progress of knowledge by means of it would be accelerated in a ten-fold ratio since every man who made himself acquainted with science through English would be able to communicate it in his own language of his countrymen.

He proposed the establishment of a school at Bombay, where English might be taught classically and where instruction might be given in that language on history, geography and science.

Elphinstone had already established a school in Bombay on those lines. In 1833, he set up a similar school at Poona. In 1843 was started the Elphinstone College at Bombay. It was expected to train "a class of persons qualified by their intelligence and morality for high employment in the civil administration of India".

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By this time the Government had succeeded in attracting some Indians towards English education, trade and employment. There was also a demand for English books, without which the learning of that foreign language was not possible.

The demand for Sanskrit, Persian, Arabic and other Indian languages books continued unaffected. The Co.'s Government, silently and cleverly introduced English in Calcutta Madarsa and the Sanskrit College. This was done in the Agra College too.

Lord Elphinstone lacked experience and expertise. His ideas served as a setback to mass-education. The knowledge could never percolate to the masses. It has never happened anywhere in the world.

Lord Elphinstone provided a great setback to the study of Indian languages and literatures.

Even till the Revolt of 1857 most of the high positions in Government continued to be monopolised by the British.

ENGLAND'S GREAT DESIRE FOR CHRISTIANIZING INDIA

England was extremely happy with the Co.'s rule in India. The British Crown felt happy that through the Co., the boundaries of the British Empire were extending. The British Parliament was extremely gratified that a lot of India's wealth was flowing in England due to Co.'s efforts. The Directors of the Co. were happy because the profits of the Co. were enlarging and the share-holders were getting higher dividends. The religious organizations were extremely delighted that the banner of Christianity was flying thousands of miles away from England. The people of England were happy that countless Christian Churches were being established in a far remote corner of the world—India.

The trade and commerce community was extremely delighted that the Indian capital was promoting the development of agriculture, industry, trade and commerce in England. The excitement of the intellectual elite knew no bounds because they were receiving with every shipload from India countless rare literary, philosophical and scientific treasures such as *Srimad Bhagavad Gita* and *Abhigyan Shakuntalam*.

The ship-builders were importing ship-building technology of India free of charge. The textilemen in England were overwhelmed

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with the Muslims of Dacca and the exotic work of gold and silver on silk at Banaras. The enjoyment of carpenters knew no bounds when they learnt from the Co.'s officials about the availability of stainless steel in India. Moradabad brasswares delighted the people of England. They were filled with joy at the fine art painting of Oudh. The ivory furniture of Mysore was an item of great awe for the people of England.

The intellectuals and the poets were surprised that a single sentence in the literary works of India could run into countless pages and a piece of poetry could be attempted by the Indian scholars with a single letter.

These were the finest examples of literary achievements in the entire world.

The delight of the historians touched its climax when they knew that the Vedic literature was created countless centuries prior to the attempt in some parts of the world to construct a huge wall of defence, or attempt to preserve the dead-bodies. When the world was engaged in uncivilised practices or later on in mundane acts, the Indian philosophers had already concentrated on the highest problems on Brahm, Brahmand and Brahmavaidya.

All these delighted the people of England and through the Portuguese, Dutch, French, Spanish and the Germans and also through English, the whole world.

The people of England, therefore, wanted the Co.'s rule to continue. They, however, never wanted India to be exploited, misruled, or troubled or tortured. Every attempt, therefore, was made to perpetuate England's rule in India. The rule was to bring peace, progress and prosperity to the people of England. It provided them countless lucrative posts and honour.

The people of England felt that in contact with India, England had discovered the greatest reservoirs of peace, plenty prosperity and progress. They felt that now England could move majestically on the highways of progress and development. Charles Grant, William Wilberforce and countless other people in England including the members of Parliament, the Cabinet Ministers and the Crown's advisors felt that attempts should be made to strengthen England's relations with India. The officials of the Co. who were basically traders and security-guards thought of their profits more than any other aspects. They wanted to use religion, literature, culture, economy, politics—everything for the achievement of their merchantile objectives.

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The Co. therefore adopted the following measures to cement the foundations of its Government in India :

1. Extension of territory by every possible means.
2. Shaking of the pagoda trees to enrich themselves and their country.
3. Make itself a paramount power and reduce the Indian sovereigns to non-entities.
4. Destroy the Indian industries so that India does not become its trade and commerce rival in the world.
5. Not to allow India to undertake or continue with its scientific investigations.
6. Demoralize the people of India so that England could succeed in establishing the myth of its superiority over the people of India.
7. Destroy the Indian institutions, academic, social, economic, political and cultural so that India could be anglicized.
8. Denunciation of Indian religions and social life and introduction of Christianity, British culture and British way of life in India.
9. Condemnation of Indian sovereigns' administration and to make them weak, vulnerable and subordinate to England's power in India.
10. Condemnation of Indian system of education by describing it unsuitable, unscientific, unsystematic, defective, unprogressive, irrelevant, unmodern and the Indian languages and literatures as defective, dead, undeveloped, unsuitable to replace the entire system with the help of British language and literature.
11. Deface the Indian values and attempt to reject them as primitive, trivial, uncivilized, and full of errors.
12. Debasement of everything Indian as irrational, superstitious, dogmatic, fanatical, barbarian, pagan, and based on blind-beliefs.
13. Prevention of all social, political, economic, military or cultural progress in India so that England could continue to reap the harvest without any competition.

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The Co. wanted to keep the people of England in total darkness so that it could continue to mint money through all possible ways and perpetuate its corruptions, nepotism, injustice and plunder.

From time to the people of England and the Members of Parliament warned the Co. but since England was getting flooded with Indian wealth, the opposition to its activities always ended in whimpers.

Lord Clive had to commit suicide because he knew well that he would not be able to wriggle out of the charges framed by the British Parliament; Warren Hastings, who had forced Imhoff to divorce his beautiful wife Marian and married her, had to be impeached; Amherst was described by the England critics as completely inefficient; Lord Wellesley was defeated by the Bharatpur sovereign and after Monson's disastrous, inglorious retreat from Kota, Lord Wellesley was humiliated and recalled to England; Lord Hastings favours to Palmer and Co. brought about his downfall, he resigned but he was humiliated and his resignation was not accepted. During the Cremean War when the Co. tried to use 43,000 Indian soldiers as cannon fodder they refused to obey the orders of the Co. Many of them were punished and put to death but they openly defied the British orders. Consequently England was humiliated because it was terribly defeated in the Cremean War and the people of England wept on the massacre of 43,000 England soldiers, in the war, which they described as 'foolish and meaningless'.

England humiliation did not stop at the Cremean War. Lord Dalhousie was not prepared to allow England to live in peace and with honour. He indulged in most unethical policies of annexations, doctrines of lapse, and undue interference and plunder of the Indian sovereign states.

Such absurd, unethical policies resulted in the massacre of countless civil and military officials, who had come to seek employment or fortune in India.

In almost all the major cities of Calcutta, Bombay, Madras, Allahabad, Bareilly, Kanpur, Lucknow, Jhansi, Gwalior, Moradabad, Delhi, Aligarh, Hathras, Bhopal, Patna, etc. cemeteries of the British citizens had to be established.

Unfortunately, most of the British civil and military officers of the Co. were totally ignorant about India.

Some enlightened citizens of England felt unhappy. Even Lord

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Minto felt unhappy about the total neglect of science and literature by the Co.'s Government in India.

CRITICISM OF THE CO.'S POLICIES IN ENGLAND BY PARLIAMENT, PRESS AND THE PEOPLE

The Co. was not concerned that it was destroying the Education in India. For the first 50 years of its existence it did not spend a single pie on the Education of the people of India. It had forced the rulers of Oudh, Hyderabad, Bengal, etc. to part with crores of rupees. It has taken loans from the Government of England, but it was not prepared to spend a single pie on the welfare of the people of India. It was totally unconcerned that as an administrative power it had some responsibility towards those Indians who paid it taxes, who supported it financially. From 1757 to 1813, the Co. kept forgetting all about its moral obligation. It had trained its Indian forces, and with the help of some British officers and arms purchased from England, it used them, like robbers, to plunder India.

The civil and military officers of the Co. were happy because they were minting money through conquest, annexation and plunder both through fair and unfair means. Whether possible after the annexations or conquest of Indian states, the civil and military officers tried to conceal their loot from the Co. and returned to England as 'Nobobs' loaded with Indian wealth. A large number of important officials became MPs on return to England, lived luxuriously and supported the corruptions, maladministration and injustice of the Co. in India.

They forced the British Parliament to renew the Co.'s charter and the Co. succeeded in administering India for one full century till it was thrown out of India due to the efforts of the Indian revolutionaries, who in 1857 cut countless British soldiers and officials to pieces.

The Co. continued to fool the people of England and those of India for 100 years, in the field of education as elsewhere. What did it do in the field of education?

It spent a small sum of money Rs. 100,000 on the education of crores of Indians under British rule from 1813 to 1833. Under a lot of pressure, it spent 10 lakhs from 1833 to 1853. In 1853, when its charter was to be renewed it committed the criminal blunder of not enhancing

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the grant to Rs. 100,00000. With such small sums, it wanted to demonstrate to the entire world that its was involved in imparting education to the people of India. Since England was completely in the dark, and the people of India had no power to put a stop to this kind of total unconcern; the Education in India could not develop. Even after one hundred years, the Co. could not produce a single Graduate in India.

POLICY REGARDING MEDIUM OF INSTRUCTION IN INDIAN EDUCATIONAL INSTITUTIONS

After the belated dawn of responsibility among the British policy-makers in India regarding the Education of the Indian people, in 1813, the greatest problem before the country was what should be the nature of education in India and what should be the medium of instruction.

The Co.'s Government had occupied a large Indian territory and had assumed great political and administrative power. In the field of education it could either promote the prevalent Indian system of education or replace it by the System of Education which was prevalent at that time in England.

The British did not know the Indian languages, literatures, sciences, etc.

The question was whether the British would learn the science, literature and languages of India, which were understood by crores of people or as a colonial power or as conquerors, they would like to introduce their own alien language on crores of people. The total number of British in India around 1813 was not even 50 thousand or a lakh.

If the British had taken a liberal view of the situation, they would have asked all the British citizens in India to learn the Indian languages, so that there was practically no difficulty in administering India and understanding the needs and aspirations of the Indian people.

They could have continued with their trade and extension of empire, without any interference with the social, cultural and economic life of the people.

Wherever necessary, they could have introduced some reforms for the betterment of the people under their rule.

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The British could have also introduced certain educational reforms so that illiteracy could be eradicated and there was an all around enlightenment and progress in the country.

They would have also provided the people under their rule the benefits of their own Educational System wherever necessary.

As regards English, the British could have introduced it as optional subject, along with German, French, Russian, Chinese, Japanese, Italian, Spanish, and other important languages and literature.

That would have been broad-minded, liberal, democratic and humane attitude towards the problems of Education in India.

The British could have also amalgamated their knowledge of Science, Philosophy, Religion, Literature, Mathematics, etc. with *Mahabharat, Ramayan, Puran, Ayurved, Kamasutra, Yoga, Veds, Mimansas*, and the India's expertise in the field of sculpture, music, dance, painting and other arts and crafts.

A combination of British experience and understanding with Indian expertise would have resulted in an excellent System of Education, which would have served India's needs and aspiration and the British would have also been benefitted by a study of Indian Vedic Literature, and some of the finest gems of literature and philosophy produced in India in the remote past such as *Srimad Bhagavad Gita, Abhigyan Shakuntalam, Meghadut*, and the works of Adi Sankaracharya, Madhavacharya, etc.

The British would have found a new meaning to their lives and attitudes if they had studied the immortal creation of Goswami Tulsidas's mind the *Ramacharitmanas*, or the poetical works of Meera, Surdas, Rahim, Kabir, Guru Nanak. They should have also concentrated on Meer, Hafiz and Durd.

India would have been greatly benefitted if in the schools and colleges, both Indian and British, the British Government would have introduced the greatest masterminds of the world, instead of concentrating mainly on their own poets, prose-writers, etc.

Such an attitude or policy would have greatly benefitted the two countries and would have led to remarkable strides in the field of research.

Such a policy would have created a remarkable understanding, love and affection among the two nations, and would have greatly changed the entire cause of history all over the world.

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Unfortunately, England could not provide its finest brains to India and the people who were selected to administer India were, with a few exception, ordinary, medicore individuals.

The result was disastrous both for India and for England. Lord Clive, the founder of British power in India, had to commit suicide because of his involvement in corrupt, unjust practices. Lord Warren Hastings had to be impeached for his maladministration and high-handedness. Lord Wellesley had to be ingloriously recalled for his tactical blunders.

Unfortunately the members of the Court of Directors and the Board of Control in England were ignorant traders. They had absolutely no comprehension of India's population, size, needs and aspirations. They had no idea that India was the greatest and the most ancient civilization on earth.

They did not know that the Vedic Literature, the earliest literature of the world and the most profound till today, was created at a time when the entire world had hardly any concept of Jiva and Brahm, of Brahmanda or the movements of sun, moon and stars.

The result was the Court of Directors and the Board of Control could not provide any guidance whatsoever to the soldier-merchants who were entrusted with the responsible task of administering crores people.

The British Parliament was only half-concerned. It continued to provide loans to the East India Co.—which was always in debt, despite its corruptions and plunders—and also the military force for its conquests and annexations.

The Co. was only a shadow, because a lot of financial and military help was provided by the Parliament for administering India.

The British Crown, as usual was hardly concerned about the administration of a country thousands of miles away from London.

The result was disastrous. Countless people in England remained completely in the dark about India. They had absolutely no understanding of its Culture or Civilisation.

Ignorantly many scholars in England talked about civilising the most civilised people of the world. They talked about Christianizing India as if India had no religions of its own.

This kind of attitude resulted in disastrous consequences and when Rammohan Roy reached England in 1832, countless Englishmen,

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women and children rushed to welcome him on the roads and shouted in total ignorance :

"Hail Tipoo; King of Ingee"

The ignorance of England about India proved fatal to India's interest. In 1813, the British Parliament, while renewing the East India Co.'s Charter for 20 years sanctioned a small sum of Rs. 1 lac for the education of countless crore people of India. In 1833, the British Parliament demonstrated its total ignorance of the needs and aspirations of the Indian people when it sanctioned an annual grant of just 10 lacs for the education of crores of Indian people.

The Co.'s Government was equally ignorant and unconcerned. It never spent the whole sanctioned amount, even during a single year.

England's criminal unconcern and ignorance was manifest when in 1853, it forgot completely to enhance the education-grant and even till the close of the Co.'s rule, the grant could never cross Rs. 10 lacs.

Due to all kinds of pressures for civilising India from England and elsewhere and pressures from the Christian Missions, the Co. decided to impose a foreign medium on countless Indians. It was something akin to forcing the people of England to receive the education through the medium of Malayalam, Korean or Bhasha Indonesia.

The Co. also decided to impose the British System of Education in India. It was like the imposition of an Arabic System of Education on the people of Germany.

It was atrocious. It was tyrannical. It was arbitrary. On the basis of a few petitions in English from some people—a few hundred—in Calcutta, Bombay and Madras, the Co.'s Government told the entire world that India, perhaps not satisfied with its excellent languages, literature and science, was demanding a foreign language to be the medium of instruction in its educational institutions.

There could not be a greater fallacy or misrepresentation of India's needs and aspirations.

English was imposed. A British System of Education based on a defective system of examination was forced on the people of India.

And English which was unscientific, unsystematic with no developed rules for spellings or pronunciations was described as the most suitable medium for the education of the Indian people. Sanskrit

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was described as dead and other Indian languages including Arabic and Persian as undeveloped.

The Government took a decision about the medium of instruction after obtaining the views of H.T. Prinsep, H.H. Wilson, T.B. Macaulay, Charles Trevelyan, etc. but it did not bother to invite Jamsedji Jijabhai, Balshastri Jambhekar, Justice Rakhakant Dev, Bhabhanicharan Bannerjee, C.V. Ramaswami, Jaggannath Shankarseth, or Ishwarchandra Gupta.

This was a one sided decision, based on ignorance.

Thomas Macaulay, who had no understanding of the Vedic literature and other languages and literatures of India, who had no understanding of Indian science and philosophy, who had not read Adikavi Valmik or Kalidas, who had no comprehension of even Tulsidas's immortal classic *Ramcharitmanas* forced his decision on the Co. that English—a foreign language should be the medium of instruction and only British Science and literature should be taught to the Indian people.

Most of the policy-planners were totally ignorant about India.

On March 7, 1835 a decision was taken that the great object of the British Government ought to be the promotion of European literature and science among the people of India and all funds—Rs. 10 lakhs for the whole year—appropriated for the purpose of education would be best employed on English education alone and that while the colleges of Oriental Learning were not to be abolished the practice of supporting their students during their period or instruction was to be discontinued; that Government funds were not to be spent on the printing of Oriental Works; and that all the funds at the disposal of the Government would 'henceforth be spent in imparting to the Indians a knowledge of English literature and science.'

This was one of the most ridiculous decisions ever taken during India-England relationship.

It was a terrible blow to Oriental Studies and Indian System of Education. Without any reason the Government stopped the printing of Oriental Works. The Oriental scholars were not to be given any financial assistance by the Government.

This was a kind of Trap, in the sense that if some one wanted to take the benefit of Co.'s schools, he had no option but to learn English and forget about Oriental Education. In many Christian Mission Schools financially supported by the Co., English and Bible both were

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compulsory. Thus for all practical purposes all the avenues of Government education were closed for the Indian people.

If someone desired education in government or mission educational institutions, he was forced to read Bible, English and British history and literature.

It was autocratic and tyrannical. It was a blatant manner of Christianizing or Westernizing the Indians.

Why the Government was interested in the promotion of British Literature and Science alone? Why Indian Literature and Science could not form a part of the courses of studies simultaneously?

Why there was so much of rigidity or dogmatism? Why the British Government demonstrated a lack of liberality or broad-mindedness.

Why along with English works, Indian or Oriental works also could not be printed and made available to countless millions who were interested in studying in their own manner?

Mathematics, astronomy, astrology, painting, music, literature, philosophy, history, religion, etc. were taught even in Indian schools under the patronage of Indian rulers. Why these were discarded? How Indian mathematics was different from British mathematics? Two Plus two were four in Indian as well as British mathematics. Why the British wanted to monopolize? Indians had a remarkable knowledge of industries. They excelled in sophisticated ship-building, textiles, crafts, weaving, sewing, design, architecture, sculpture and medicine.

In fact the Tajmahal built by Shahjahan was not merely the finest architectural accomplishment of the period in the entire world, but it was unparalleled even in the later centuries. Why the British wanted to underestimate the Indian accomplishments?

Why the British Government did not ask the British education planners to make a survey of the Indian literature and science and the systems of education before attempting to destroy them ?

No doubt Thomas Macaulay was ignorant, but was there any dearth of excellent scholars and educationists in India. To mention a few justices Radhakant Dev, Ishwarchandra Gupta, Balshastri Jambhekar, Firoze Mullah, Jamshedji Jijabhai, Jagannath Shankarseth and Bhawanicharan Banerji could have provided the Government a right direction.

Indian scholars connected with the Asiatic Society, the College of Fort William, the College of Fort St. George, and a large number of

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outstanding journalists and poets could have suggested a balanced policy in the field of education. Why the Government was interested in a mad display of colonial power?

There were protests and demonstrations. Thousands of Indians had organized themselves and opposed the British policy of forcible imposition. The newspapers and periodicals wrote angry editorials and comments.

8000 Indians sent a petition to the Government charging it with forcing the people to become Christians.

Thousands of Indians described the Sanskrit as the most scientific language of the world and requested the Government not to declare it dead or difficult.

The Government, however, remained unmoved. It was mad with power. It was not prepared to consider the Indian ideas and aspirations. It turned down even the expert opinions of Henry Princep, Henry Wilson, Henry Coolebrooke and John Tytler. H.T. Princep opposed the imposition policy. H.H. Wilson condemned it. H.T. Coolebrooke found the Co.'s policy autocratic. John Tytler compared the English with the language of the Tribes or Hottentot and described it completely unsuitable as a medium of instruction.

The Co. however did not adopt a rationalistic attitude. It wanted a total control of India not merely administrative, political or military but also cultural or in the field of Education.

The Co. was cheating the people. It was describing its education as European. It was describing its literature as European but the fact remains that India had practically no idea of the literatures of Norway, Denmark, Spain, Turkey, Austria, Finland, Switzerland, Sweden or Russia. The scholars in Indian schools and colleges were taught only Shakespeare, Milton, Wordsworth, Shelley and Keats.

The Indians were never taught about literatures in different countries of Europe.

POWERFUL MOVEMENT IN ENGLAND AND INDIA FOR THE EDUCATION OF THE INDIAN PEOPLE

British Trap of Employment

The British Government wanted to introduce Christianity, British culture and English language. It, therefore, adopted all kinds of ways to

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bring Indians into the trap. A great trap was that of employment. Many Indians were keen to join the service of the East India Co. The Co. was one of the greatest employers of educated Indians. The British Government, therefore, threw a trap in 1844.

In 1844, a Resolution of the Co.'s Government enjoined that for 'public' employment in every case, preference would be given to those who had been educated in western science and were familiar with the English language.*

This was an open discrimination. It was not acceptable to the Indians. This was a kind of exploitation and a trick and a trap. There were countless Indians who were educated but who did not have knowledge of western science. They had studied only the Indian science.

The Indians were also unhappy because the British Government in its education reports was describing Hindus, Muslims and Sikhs as the three great Tribes of India. Obviously the people felt disappointed and disgusted. They did not know that the British education planners were so ignorant about India.

It was in 1849 that such blunders were committed in the Punjab Education Reports.

EDUCATION OF BIBLE AS A TEXTBOOK IN GOVERNMENT INSTITUTIONS, MAY 1846

Indians had a great respect for the Christian Missions, Lord Christ and the Bible. They translated the Bible into a number of Indian languages and attended, with great respect, the lectures and discourses of the Christian Missions.

The Indians, however, never felt the need to embrace Christianity. The reason was simple. They had been brought up on the highest philosophies of life contained in the Vedas, the Mahabharat and the Ramayana. They were familiar with the highest philosophical ideas of Gautam Buddha, Mahabir Swami, Shankaracharya, Bullabhacharya and the deathless universal philosophies of Goswami Tulsidas, Chaitanyya Mahaprabhu, Kabir and Meera.

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* *The Bengal Harkaru*, February 15, 1847; *The Friend of India*, December 17, 1846; *The Englishman*, April 1, 1847.

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They did not find a greater philosophy of life and the world in the Christian teachings. Therefore, the Indians respected the Bible but they never thought of embracing Christianity.

Even when the Christian Missions talked about the superiority of their own religion, the people in India turned a deaf ear, considering Christian propaganda as a sheer ignorance.

The East India Co. was mad about Christianity. It wanted to Christianize India from Kashmir to Kanyakumari. It was not possible for it to force Christianity on the people. Such a course would have been fatal to its interests. The Co., therefore, adopted sophisticated ways of introducing Christianity in India and thus Christianising the whole country.

The Christian Missions were thoroughly ignorant about India. They continued to suffer under a myth that the Christian civilisation and culture were superior to those of the rest of the world. They forgot that the Vedas were created at a time when the entire Christian world had practically no concept of culture or civilisation.

In 1846, a unique development took place in the field of education in India. In a most sophisticated and refined manner, the Council of Education recommended the making of the Bible a textbook in Government educational institutions.

The Governor of Madras, Lord Tweddale, in a Minute of May 1846 approved the recommendations. Lord Thieddall showed his total ignorance, when he remarked, about the introduction of the Bible as a textbook. "It is the only method of giving the natives practical knowledge of the science".

The recommendations of the Council of Education and the Governor of Madras created a total unrest. There were petitions and protests in Madras, Calcutta and some other parts of the country.

BRITISH EDUCATION POLICY OF TOTAL PANIC: EDUCATION AND FOREIGN RULE INCOMPITABLE, 1852

Lord Munro had made it absolutely clear in his writings that free expression of thought and a foreign domination were absolutely incompitable. They cannot exist together. Lord Ellenborough went a step further and remarked that if education was imparted to the Indians the British could not remain in India for even 3 months.

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The result of such absurdity and panic was disastrous.

The Co.'s Government did not launch any schemes of mass-education or the total eradication of illiteracy from India.

The Co. did not pay any heed to Indian demand for universities at Calcutta and Bombay.

Even in 1834 there were petitions from Bombay, Calcutta and Madras for the rapid expansion of education. But the Government demonstrated its total concern.

In England James Buckingham had launched a movement for India's enlightenment, representation in the British parliament and free expression and thought. He had also established the British and Foreign institute in London. He was so much critical of the Co.'s policies in India he wanted the immediate abolition of the Court of Directors.

He wanted an open competition for ICS and no nominations.

He had served as an MP and he was editing the *Parliamentary Review* and *Oriental Herald and Colonial Review* in England.

While Dadabhai Naoroji was pleading for the expansion of education in India through the establishment, in 1853, of *Rast Goftar* there was a powerful movement in England for India's education and enlightenment after the establishment of a powerful 37 British MPs organization the *India Reform Society.* It asked why there is not even a single government school over 140,000 square miles in Madras?

Why was there no provision for the education of 22,000,000 Indians?

This powerful movement not merely resulted in the Wood's education despatch of 1854 but also to a large extent in the downfall of the East India Company.

FINANCIAL PRESSURE TOWARDS THE EDUCATIONAL NEEDS OF THE PEOPLE OF INDIA, 1853

For the first time in the political growth, as a power, the East India Co. had realized in 1813 its duty towards the education of the people of India. India's population in 1813 was no less than 150,000,000 but the British Parliament while renewing the East India Co.'s Charter sanctioned only 1 lakh of rupees for education in India. It was not even equal to the expenditure made by Nawab Wazir Ali of Lucknow on his marriage.

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In 1833 the amount was raised to Rs. 10 lakhs.

The British Parliament shocked the people of England and the people of India, when the British Parliament forgot to enhance the education grant 10 times after 20 years to Rs. 10,000,000.

It was a criminal unconcern. It was inhumane and unethical.

Why the British Parliament did not enhance the education grant is beyond explanation.

It was a tremendous setback to education in India.

BRITISH EDUCATION POLICY, ISWARCHANDRA GUPTA AND THE REVOLT OF 1857

Iswarchandra Gupta, 1812-1859 one of the greatest satirists of the first-half of the nineteenth century India, through his powerful editorials and comments in the *Sambad Prabhakar*, Calcutta and through his poetry full of satire, wit, humour and double-meaning, created a tremendous unrest and patriotism among the Indians before the Revolt of 1857. He condemned those Indians, who for ordinary material advantages, had started adopting the foreign mode of life and manners. He showed them their true moorings.

Iswarchandra Gupta did not like the way in which Drinkwater Bethune was sent from England to Christianize the high caste Indian women. Bethune tried secretly to establish a School for high caste Indian girls and women. Justice Radhakant Dev, Bhawanicharan Bannerjee and Iswarchandra Gupta all felt that the British wanted to use education for ulterior motives, for Christianization.

In a powerful poem, Iswarchandra Gupta wrote :

Formerly the maiden were good,
They observed all the religious rites
Zealously enough,
But after 'Bethune' came on the scene
Everything is ended.
Will they ever be their previous self again?

This was sufficient to raise the anger of the people towards the British colonial rule.

Justice Radhakant Dev had to establish a parallel institution for girls in Calcutta in order to stem the tide of unethical conversions.

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He also established the Hindu Dharma Raksha Samiti.

Iswarchandra Gupta was a great promoter of women's welfare and enlightenment. But he was not prepared to tolerate any interference whatsoever in Indian social life and tradition. He felt that British interference, through legal judicial ways would lead to sin.

He did not oppose the widow's marriage, but to him England's unwanted interference was intolerable. He wrote :

'When the Widow's Remarriage was sanctioned by Law,
The earth became replete with enormous sin.'

This provoked countless people and created a sense of anger in them towards the British rule.

Iswarchandra Gupta created a lot of unrest among the people, when he condemned the British policy of imposition of an alien language English—on the people. He was a great supporter of mothertongue or *Matribhasha.*

He wrote :

Oh child the Lisping words that you utter indistinctly and yet very smilingly in the sheet delight of your having reclined your head on your Mother's lap cosily, words that shed nectar from your lips, with every sound is the mothertongue.

The language in which you sing the praise of God in your old age with a contended Heart—

That is the mothertongue, which like a Mother fulfils all your hopes.

So serve this language happily.

Do tread the virtuous path following the dictates of the national scriptures and cultivate love of learning with a happy heart, Enhance the glory of the mothertongue, fulfil its hopes and disseminate knowledge.

Iswarchandra Gupta's outstanding achievement was the production of this following poem in praise of 'Swadesh' or the mother-land. He wrote :

Oh, creates, do you know that your land of birth is your mother?

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A mother who has ruled you in her bosom,
Who has seen such a spectacle anywhere that the operating living in the cozy safety of their Mother's lap forget their Mother.
Oh! in deep devotion adore her by the strength you and myself are strong, by whose grace we live, move and have our being.

Iswarchandra Gupta talked about fraternity, love and unity. He asked the Indians to boycott the British or the 'foreign gods'.

Such expressions of nationalism and boycott of the British ideas and institutions created a tremendous unrest and a sense of patriotism among the Indian people.

Such ideas restrengthened Indians love for Indian languages and literature and the Indian people could realize that the British education policy had the sole object of christianization and perpetuation of British colonial domination.

SIR CHARLES WOOD'S DESPATCH ON EDUCATION, 1854

Was it Responsible for the Revolt of 1857?

It would be difficult to put the responsibility of the Revolt of 1857 on Sir Charles Wood's Education Despatch of 1854. But there cannot be any doubt that it did create anger, hatred, disappointment and unrest in the Indian mind.

The reasons were as follows :

1. Condemnation of Indian Philosophy and Science

Most of the signatories of the despatch J. Oliphant, E. Macnaghten, C. Mills, H. Ellice, T.W. Hobb, W.J. Eastwick, R.D. Mangles, J.P. Willobhy, J.H. Astell and F. Ctrrie were totally ignorant about Indian science and philosophy. They did not know Sanskrit and many other languages and literatures of this country.

Since *Rig Ved, Sam Ved, Yajur Ved, Arthav Ved, Valmik's Ramayan, Ayurved, Manu Smiriti, Upanishads,* etc. were not easily available in English translations it would be unjust to expect any mastery over these subjects on the part of the signatories of the Despatch.

They had not even read Vallabhacharya, Shankaracharya, or Goswami Tulsidas.

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They were completely ignorant of Meer, Hafiz or Durd. This total ignorance led to disastrous consequences. They condemned not only the literature, philosophy and science of India but of the entire Eastern World. They wrote :

> "The system of science and philosophy, which forms the learning of the East, abounds with grace errors."

It was a great blunder. They should have seriously and critically evaluated the literature, philosophy and science of the Eastern World before pronouncing any superficial judgement.

It must be remembered that this was an age of Mirza Ghalib, Bankimchandra Chatterji, Tyagraja, Radhakant Dev and Ramakrishna Paramahansa.

The Despatch therefore created a lot of anger in the Indian mind. It looked like the Christian Mission propaganda, in which Vedas were condemned as 'rubbish'.

2. Overstress on "European Knowledge and a Foreign Language as the Medium of Instruction"

Ignorance is disastrous. It leads to irrationality. The signatories of the Despatch suffered from Euromania. They thought that the entire wisdom of the world has been concentrated in the Literature of Europe alone. They were not prepared to concede that America, China, Japan, Iran, Egypt, Australia, Korea, Mongolia, etc. had also some claims to attention in World Literature or Knowledge of Mankind.

The Wood's Despatch was almost mad in its stress on "European Knowledge" which in practical terms meant only British knowledge for England had never thought seriously about the Swiss Literature, the German Literature, the Danish Literature or the Portuguese Literature.

The overstress of European Knowledge created anger and suspicion in the Indian mind. In their jingoism, the signatories praised their own language and forgot that the Sanskrit was the most scientific language of the world, 'Persian was melodious,' Hindi had produced Sur, Kabir, Meera, Raskhan, Rahim and Goswami Tulsidas.

Why English was superior or most suitable or most developed or most progressive was known only to the Directors of the mercantile concern.

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3. Falsehood is never Loved, Liked or Appreciated. Indians had a Remarkable Tradition or Morality and Truthfulness

Mahabir Swami, Gautam Buddha and the entire Vedic literature was full of moral ethical teachings.

These teachings have not been surpassed even today.

The Christian missions in India, which indulged in the worst possible corruptions and immoralities, stunned the Indians when they proclaimed that their mission is to civilize India.

India was civilized even in the Vedic Age, thousands of years before the birth of Jesus Christ.

In 1854, the signatories of the Despatch, many of whom, it had been proved were indulging in the worst form of corruption, talked about raising the standard of morality and character.

The people felt amused. They could hardly tolerate this farrago of stupidity or nonsense. This appeared to the people nothing more than racism, ignorance or contempt.

4. Neglect of Indian Literature

The signatories recommended the translation of European literature, etc. into Indian languages. It was a kind of obsession for European knowledge. Why the Despatch could not recommend the translation of Indian or Eastern works into English and other European languages or the outstanding works of the entire world for use in educational institutions in India?

Why the Despatch could not be liberal or broadminded? Why was it concerned only about its own works?

Many Indians had protected from time to time about the study of Bible in Government and Government from aided educational institutions. The Co. also talked about religious tolerance. But in the Despatch, the Directors reported that Bible had been placed in every school and college. It was being freely used. The students could discuss Christianity or Bible with the teachers after the school or college hours.

A similar provision was not made for Buddhism, Jainism, Islam or Hinduism in the educational institutions.

The fact remains that the Co.'s Government, including the signatories of the Despatch were Bible-biased. They wanted to Christianize India.

The Indians felt alarmed. In Calcutta, Radhakant Dev established

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the Hindu Dharma Raksha Samiti. The religion was really in danger. Schools and colleges were being used for the spread of Christianity and conversions.

The fears of the Indians were not completely unfounded. There were slightly less than 1,00,000 Christian converts in India, when the revolt took place.

The Indians did not like the British intolerance of all other religions except Christianity.

This intolerance had given birth to Vellore Mutiny. Once again, the signatories of the Despatch could not take an objective view. They showed partiality.

Why they could not recommend discussions on *Srimad-Bhagawad Gita, Ramayana, Veds, Koran* and *Upanishads* in the classroom or outside, after the school or college hours?

Placing of Bible in the educational institutions proved disastrous to the British. In 1857, there was the terrible Indian revolt and one of its major causes was the Bible.

5. The Despatch talked about women's education. Since most of the educational institutions did not discourage the use of Christian scriptures, the people felt alarmed. The Despatch's recommendations regarding Girls and Women's education appeared to the Indians as another educational trap for the conversion of Indians.

Even when J.D. Bethune had secretly established the Bethune Girls School, in 1849-50, there was a lot of opposition and as mentioned earlier Radhakant Dev had to establish a parallel institution to check Indian women or girls from entering the British or Christian Mission educational institutions.

In Bombay there was an appeal for the boycott of all British institutions, after a huge protest meeting.

The Despatch recommended the training of teachers to promote the British interests. It recommended 'inducements' to train teachers.

6. The signatories concern or overconcern for the Europeans and Anglo-Indians's university education did not look acceptable to the Indians.

Why was there a partiality or overstress on European requirements.

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7. The Despatch wanted to provide education to those who were utterly incapable of obtaining it through their own individual efforts. The expression was somewhat humiliating and derogatory. Whenever mass-education is provided, it covers the entire society, rich and the downtrodden.

8. Even after hundred years of education propaganda, the British had not succeeded in producing even a single Graduate in India.

This was callous. This was criminal. This was colonial.

9. The signatories of the Despatch said that the Government would like education to be managed by the 'local bodies' with practically no resources at all. The education had not yet properly started in India and the Co. wanted to riggle out of its responsibility.

This recommendation meant leaving the entire sky open to Christian Missions.

The Missions had requested the Co. to withdraw from Education, so that there was no competition and the pace of conversions or spread of Christianity in India, could be faster.

This was a real threat to India.

10. One of the aims of the Despatch was provide to loyal, obedient, dependable servants to the Co. This was hardly liberal, or broad-minded.

Thus Sir Charles Wood's Education Despatch created a tremendous fear, anger, unrest, anxiety, and restlessness in the Indian mind. It did not lead to the Revolt of 1857, but it definitely prepared a ground for it.

INDIAN CONDEMNATION OF BRITISH NEGLECT OF EDUCATION IN INDIA AND THE REVOLT OF 1857

A large number of Indians wanted education and enlightenment in India. In fact as early as the closing decades of the eighteenth century outstanding Indian scholars such as Jagannath Tarkapanchanan, 1695-1806, who had served as Sir William Jones's Sanskrit guide, had established in Calcutta an institution of highest research and investigations, where countless scholars, used to study both science and philosophy, ethics and literature, etc. in a *"gurukul—padditi* and *parampara"*. Pandit Ramlochan, who was also Sir William Jones's research guide, Goverdhan Kaul, Ali Ibrahim Khan, Pandit Radhakant Sharma, and Akhtar Ali Khan—all wanted promotion of education in

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India. But the British had practically no policy and planning in the field of education in the beginning.

The people had hardly any appreciation for such ideas, as propounded by Randle Jackson, a British Member of Parliament, that : "We have lost our colonies in America by imparting our Education there, we need not do so in India too", or V. Jacquermont's idea that "Sanskrit leads to nothing but Sanskrit".

Despite criticism by Lord Gilbert Minto that science and literature were in a progressive state of decay, the British Government did not adopt adequate measures to provide education to the people and to check the growing decay.

The people did not like such British educational policies. As early as 1815, there were protests and meetings. In 1818, Jainarain Ghosal made a powerful appeal to the Government to "use the most effective means for enlightening the minds of my countrymen." He wanted the establishment of educational institutions and printing presses in Banaras but the Government was completely unconcerned.

James Buckingham wanted adult education in India in 1822, but the Government had no plans. Lord Elphinstone, James Marshman, Thomas Munro—all pleaded for the development of education, but the Government did not pay any heed. In 1822, Gaurmohan Vidyalankar tried to educate the British Government by writing *Stri-Shiksha-Vidhayak*, in which he tried to convince that Indian Tradition was not against the Women's Education, but the British did not establish any institution for the higher education of the women in India.

Yugalkishore Shukla established the *Udanta Martand* in Hindi. He wanted the promotion of Hindi both by the Government and the society but the British had practically no Hindi policy in 1826. Even later they did not take proper steps to promote this language of Surdas, Tulsidas, Kabir and Meera. It remained completely neglected.

British officials and educationists continued to spread rumours and half-truths. On December 10, 1824, a prominent policy-maker of the British, Charles Lushington wrote about Calcutta:

> 'One-tenth of the reading native population have rejected idolatory. . . as sure as light and darkness cannot long subsist together, so sure will be the progress of Christianity in India'.

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The British Government was not prepared to provide responsible positions to the Indians in the administrative work. Sir John Malcolm warned in 1824 that "Education would become dangerous if Indians do not get a share in administration". A. Troyer said that Sanskrit is 'indispensable' in 1828 but the Government it seems was more guided by Alexander Duff, and Thomas Macaulay and it did not bother about the various protests and petitions of the people.

Henry Prinsep attacked the British policy and wrote in 1835:

> "English is as strange to Indians as Arabic was to the knights of the dark ages."

W.H. Macnaugten also attacked the British language policies when he pointed out in 1835, 'Impart ideas not words'.

But Thomas Macaulay was happy and felt that 'if our plans of Education are followed up, there will not be a single idolator' (October 16, 1836).

The people did not like that despite Sir Charles Trevelyan's description of India or the East as the cradle of science and civilization, the Government was not prepared to permit science and literature, as developed in India, to be taught in the educational institutions. The Co., in an unreasonable manner was interested in promoting only what it described as "Western Science and Literature". The whole concept was absurd because science etc. could hardly be eastern or western.

In 1840s Scotland had started exercising a kind of remote control on Education in India. It was perhaps inspired by Alexander Duff and Dr. John Wilson (a Scot who became the VC, University of Bombay). These educationists completely dominated the education for atleast two decades from 1840 to 1860. Their chief aim was conversion. As early as 1840s, when there was not even a single Government educational institution of higher learning for women in India, a Scotland Society for the Education of Women in India had started exercising a powerful remote control on women's education in India.

Many enlightened Indians were opposed to this kind of tactics. The British India Society, London and the British India Society, Calcutta were demanding educational reforms in India around 1843. The Calcutta Society was astonished that the language of the judiciary

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was unintelligible to the British judiciary. The British judges were passing judgments without a proper understanding of the Indian languages, making a mockery of the judicial system. The Calcutta Society submitted a Memorandum to the Government. The Government acted promptly and instead of judges learning the language of the people, the people were forced to learn the language of the judges. English became the Court language, though hardly many people knew it. Persian was abolished as the Court language.

This policy was extremely painful and irresponsible. It was unreasonable in extreme. It was an autocratic measure.

The whole anxiety of the British was to make its hold stronger in India. It was not ashamed of using education for political or colonial purposes.

The people wanted mass-education, but the British were not prepared to make any adequate investment in this field. For drawing the attention of the Government and the people towards the cultural needs of the people, a new journal was established at Calcutta, entitled *Vidya Darshan.*

On September 24, 1843, a huge public meeting was held in Bombay for the total boycott of all the Christian mission educational institutions. Many newspapers such as the *Prabhakar (Marathi)*, Bombay, published reports about these protests and meetings.

Devendranath Tagore established a 'Hitarthi Vidyalaya' so that Indian scholars had not to go to the Christian mission educational institutions. That was in 1843 at Calcutta. At Banaras, Raja Shiv Prasad was concentrating, in a powerful manner, on the problems of education and enlightenment. For advocating his ideas he established in 1845, along with Pandit Govind Raghunath, Babu Ramkrishna Varma, and Pandit Radhacharan Goswami, the Hindu Devanagri newspaper, the *Banaras Akhbar.*

Jagannath Shankarseth was critical of the British policy of imposition. He was against English and wrote in 1847: Diffuse knowledge through Indian Languages. "John Drinkwater Bethune was keen to promote the education of women of respectability and upper caste in Calcutta. He openly declared that the seclusion of women was against the Indian tradition. But the British were not prepared to promote the education in India which the people desired. They ignored their sentiments and aspirations. Dr. Aloys Sprengner, who had remained connected with the Mohammedan College, Delhi and the

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Calcutta, Madrasa as Principal, condemned the Muslim system of education as "the European education during the darkest ages."

The enlightened people were opposed to this kind of condemnation. Dwarkanath Tagore through National Association and Radhakant Dev and Ramgopal Ghosh through British India Association tried to impress the Government about the needs and aspirations of the people. The Bombay association demanded the immediate establishment of Universities in India. Sir Jamshedji Jijabhai and Dr. Vithal Bhaudhaji condemned racism and discrimination and pleaded for a complete system of education for the people of India. Ramgopal Ghosh criticised the British policy of discrimination and of not allowing Indians to hold highest positions in administration. Such a policy appeared to be absurd, inconsistent and tentalising to Ramgopal Ghosh and others.

Gazula Chetty, the founder of the Madras Native Association also wanted education and enlightenment, but the British gave only the Charles Wood Despatch, which condemned the eastern system of science as abounding in grave errors.

Ramgopal Ghosh pleaded for the establishment of a University at Calcutta. Shyamsunder Sen established the *Samachar Sudhavarshak,* a Hindi Daily at Calcutta for drawing the attention of the Government towards the aspirations of the people in India, and Radhakant Dev wrote to Henry Wilson and Friedrich Max Muller to revive Sanskrit learning in this country. But all these efforts could not carry sufficient weight with the Government, which continued to neglect higher education to such an extent that when the Revolt of 1857 ultimately took place, the entire educational system of the British had failed to produce even a single, M.A., M.Sc., M.Com., LL.B.. M.B.B.S., Ph.D., D.Litt., D.Sc., LL.D. or even a Graduate.

Such neglect for over a hundred year since the Battle of Plassey created a fire of anger and hatred in the Indian mind. The Co.'s Government was not simply intolerable to them and the result was the total collapse of the East India Co. after the Revolt of 1857.

BRITISH EDUCATIONAL POLICY AND THE REVOLT OF 1857

The British Educational Policy was greatly responsible for the Revolt of 1857. A large number of Indian educationists, scholars and

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leaders had expressed total dissatisfaction with the British system of education. There were protests and petitions against the system.

The system appeared to many Indians as dangerous, limited, controlled, expensive and exploitative. To them it was unsuited to the needs and aspirations of the people. It was denationalizing, undemocratic and sinful. It was based on a tortuous system of rote and a mechanical system of examinations.

Among those who expressed dissatisfaction with the system a mention can be made of Raja Radhakant Dev, Dawarkanath Tagore, Prasannakumar Tagore, Jagannath Shankarseth, Ramgopal Ghosh, Dr. Vitthal Bhandaji, Girishchandra Ghosh, Rassikkrishna Mallick, Jyotirao Phule, Savitri Phule, Kasiprasad Ghosh, Iswarchandra Gupta, Naoroji Dorabji and Rev. Krishnmohan Bannerji.

There were many other Indians who wanted enlightenment and mass education in India. Among such individuals a mention can be made of Munshi Nawal Kishore, Bhartendu Harishchandra, Maharishi Devendranath Tagore, Jawala Sahay, Jaikishan Das, Raja Shiv Prasad, Nawab Abdul Latif and Professor Ram Chandra.

Swami Bhaskarananda, Swami Vishuddhananda and Swami Sachidananda Saraswati wanted the study of Sanskrit and Vedic literature by the people of India.

Among the most significant causes of the Revolt of 1857, particularly the Indian unrest and dissatisfaction with the British system of education, the following may be considered as the foremost:

1. The British system of education was an imposition. The people of India did not like its foreign character.

2. In a futile, preposterous manner, the British system tried to establish *ad nauseum* the superiority of the ruling race and ignored the prevalent system of education in the country, which had continued unabated, like a stream, since the glorious Vedic times. Justice Radhakant Dev was critical of the British attitudes and policies.

3. The British system of education ignored the Indian languages including Sanskrit, Hindi, Persian, Urdu, Tamil, Gujarati, Bengali and Marathi, and insisted on the acceptance of English as the medium of instruction and communication. Jagannath Shankarseth openly condemned this injustice.

4. The British system of education ignored the literatures and sciences of India. Most the British educationists and policy-markers

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were so much ignorant that they always talked European literature and science. They even ignored America and many other parts of the globe with regard to their policy towards education. The people in India were at a loss to understand why the British were not interested in the continuance of Indian literatures and sciences along with their own.

William Bentinck, Charles Trevelyan, Thomas Macaulay never mentioned about the contribution of such scholars as Maharaja Swai Jai Singh, the ruler of Jaipur, who had made tremendous efforts to encourage Mathematics, Astronomy, Astrology, Medical Science, etc. and established five notable observatories in different parts of India.

5. The British system of education was based on the fallacy that science, literature and technology was only their contribution and monopoly. Some British scholars and policy-makers were not prepared to acknowledge the contribution of India in the field of Yoga, Ayurveda, Arthashastra, Kamasutra, cave painting, architecture, ship-building, textiles, metaphysics, chemistry, botany, physics, Science of Government, economics, jurisprudence, classical music, sculpture, Science of Welfare, observatories, and performing arts.

Indians were surprised at the British ignorance and their consequent underestimation and ungenerous criticism of Indian achievements in these various fields.

6. The Indians did not like the imposition of an undeveloped and unscientific language, which was based on rote and memory and had no scientific principles of spellings, pronunciation or grammar. It was a torture and a mental burden. It was a strain on their minds. The Indians opposed this imposition because in most of the progressive countries of the world education was being imparted through the medium of national languages.

7. The Indians were at a loss to understand and appreciate the British curriculum. They were not interested in the study of those subjects which had hardly much relevance to them. Most of the distinguished Sanskrit scholars, who had an understanding of Vedic literature found even Burke, Bentham, Rousseau, Mill, Green, etc. quite commonplace. They could not find in them the profundity and precision of the Vedic rishis and scholars.

The British writings appeared to the Indian scholars as not adequate or highly developed. For example, Bentham's principle of the greatest happiness of the greatest number appeared quite shallow and commonplace as compared to the Vedic philosophy of the greatest good

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of the entire humanity, including plants, trees and wild animals and the concern for rivers, mountains, sun, moon and the stars in the ancient Indian writings.

Social Contract Philosophy appeared to some Indian scholars as vague, misleading and based on ignorance.

8. The Indians did not like the description of Sanskrit as a dead language. They did not like that some British officials without any understanding of the great literary treasures of Tamil, Telegu, Marathi, Urdu, Hindi, etc. should condemn them as unfit for research and also as undeveloped.

9. The Indians did not like the total neglect of women's education by the British. Throughout the Co.'s rule there was not even a single women's college in the whole country. The British did not allow the educational institutions to grow or expand, particularly those meant for the women, under the hallow pretexts of "No Response", or "Lack of high standard."

10. The Indians did not like the British policy of hypocracy, fraud and divide and rule in the field of education. The British opened a small school in Calcutta Madrasa, which was not open to a large majority of the Indian people: Hindus, Jains, Buddhists, etc. It was exclusively for one community: Muslims. The Sanskrit College, Banaras was meant strictly for the Hindus. People of other communities could not study in that institution. Even the private missionary institutions were not free from this kind of discrimination. The Hindu College, Calcutta admitted only the Hindus. The Bethune School was meant exclusively for Hindu girls and women belonging to higher castes. The people were at a loss to understand why the British could not be liberal and enlightened.

11. The Co. had totally failed in the field of higher education and research. There was practically no higher education till the Revolt of 1857. There was not even a single Ph.D., D.Sc., LL.D. or even a M.A. in the country. Not only this the Co. failed to produce even a single Graduate of Science, Arts or Commerce in this country. There was no MBBS or LLB for one hundred years from Plassey to the Revolt of 1857.

12. The people were astonished how the British were misusing education for colonial purposes. Most of the British conquests and annexations were proceeded by geographical, topographical or

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commercial surveys or by the concentration of Christian Missionaries around these regions.

13. The Indian sovereigns and rulers were thoroughly dissatisfied with the British policy of interference in their States. Under the pretext of Education, the British had planted their informants, agents and spies, under the nomenclature of teachers, tutors, etc. in almost all the major Indian States. As early as 1830, Sir Charles Trevelyan was trying to teach English to the minor Maharaja of Bharatpur. Such informants and spies were also put, in the guise of teachers and tutors at Hyderabad, Mysore, Alwar, Jaipur, Jodhpur, Baroda, Punjab, Oudh and Udaipur.

The Princes in many cases were not prepared to be taught by these foreigners.

14. The people did not like ignorance of those who were coming as British rulers to India. Quite a large number of British officials etc. both civil and military, who were coming to India were not properly educated. Many of them were quite illiterate.

They did not know either Hindi or Sanskrit or any other Indian language or literature. They were not only ignorant about literature and science in India but also about the whole world. Out of sheer ignorance they did not mind even criticizing the most outstanding India literacy gems such as *Srimad Bhagvad Gita, Ramayan, Mahabharat.* They were ignorant about Rahim, Kabir, Surdas and the unforgettable Maharishi Goswami Tulsidas.

15. The British were not prepared to make any adequate or substantial financial investments in education. The Co. for many years spent less on the education of the people of India than the annual pension of Munni Begum. Even the amount sanctioned by the Charters was not spent by the Co.'s education officials. Most of the schemes of mass-education were turned down. The British Government was interested only in a confined limited, restricted education. Its education was to colonial purposes and needs.

16. The British described their system of education as Western or European but they hardly taught anything about Sweden, Denmark, Norway, Turkey or Switzerland. They did not teach science and literature of France, Germany or Spain. Even Russia and America did not figure in the British curriculum.

The British system of education was neither Western nor European, it was predominantly British.

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17. The Indians did not like the entry of British Christian missionary teachers in their zenana. Under the pretext of zenana education, the British missionaries were propagating Christianity among the women in India. It was intolerable to many Indians.

18. Since some of the Christian Missions were openly condemning the Indian way of life, culture and civilisation, particularly their religion, quite a large number of highly enlightened people did not appreciate the presence of Christian Missionaries, from different countries of the West, in the educational institutions. It was repulsive and offensive to them. It was also not in keeping with the Indian concept of a teacher, who following the Gurukul Parampara abstained from material enjoyments.

The Mission teachers were smokers, drunkards and in the night they did not mind dancing with all kinds of women. The spectacle of teachers dancing with unmarried girls and other men's wives was intolerable to the people in India.

19. The people were simply surprised that taking full advantage of the minority of Prince Duleep Singh and the weakness of Punjab, the Christian Missions had succeeded in converting the son of Maharaja Ranjit Singh to Christianity. The whole country was in tears when, later on, Prince Duleep Singh pleaded for making Bible compulsory in all the educational institutions in Punjab.

The Missions were openly exploiting famines, floods, draughts, starvations, poverty, widowhood, social ostracism, etc. for obtaining pupils for their educational institutions.

The Government did not punish the Christian Missions for converting Indians to Christianity through education. On the contrary, the British Government provided a lot of monetary assistance to the Christian Missions in their programmes of education and spread of Christianity.

William Carey, John Marshman, William Ward, William Chamberlain were assaulted and humiliated by the Indians. There were protest meetings. Collective decisions were taken by the Indians to boycott the British Missionary Institutions but the Government did not come to the rescue of the people. It allowed the Christian Missions to play havoc with Indian society and religion.

In almost all the Mission Schools and Colleges Bible was compulsory. Scholarships were open to Indians if they embraced

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Christianity. The people did not like all this because they considered Veds, Gita and Ramayan as much superior to any other religious works.

Indians were told in the British educational institutions that they had no sense of reason. Rationalism was a contribution of the British. Indians who had known Panini and Sanskrit Literature, found these ideas as ludicrous.

20. Out of a total Indian population of 18 crores, only a few thousands knew English at the time of the Revolt, but the British scholars and policy-makers had continued to harp on the tune that it had created unity in India.

India's richness or affluence had attracted the British traders and others to India but the British schools taught that India was poor and backward.

As mentioned earlier, the British education experts out of total ignorance described Hindus, Muslims and Sikhs as three tribes. Thomas Macaulay who had no understanding of either Kalidas, Manu or Kautilaya or Meer, Durd or Hafiz, living in the fool's paradise, thought that English Literature was supreme in the world.

21. The educational system was quite undeveloped and unplanned. The schools were shabby; the teachers were not properly qualified or trained. There was no women teachers in most of the Institutions.

22. The Missions were employing Indians as teachers, translators, correspondents and preachers with the spread of Christianity in mind. These were the subtle ways of conversions.

23. Indian scholars and other enlightened Indians were restless because the British were removing hundreds of rare Indian manuscripts to England and to many other parts of the world. India's scientific and literacy works were reaching France, England, Norway, Denmark, Italy, Spain, Portugal, etc. Even the Veds, Mahabharat and Ramayan had crossed the Indian shores. In fact Sanskrit College at Banaras and Sanskrit College at Calcutta as mentioned earlier, were established to collect rare scientific and literary treasures of this country with the idea of export. The Indians did not like all this. The British called themselves as civilizers and the Indians as 'Heathens'. The Indians did not like this kind of arrogance or pride based on stupidity and ignorance.

The result was that a large number of Indians including the

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Indian princes, members of aristocracy and women of high castes were not prepared to enter the British educational institutions and considered them as centres for conversion.

Most of the sovereigns all over the world studied in their own manner, in their own palaces. They never joined the institutions meant for the common men. Same was the case with Maharajas of Bharatpur, Jaipur, Jodhpur, Punjab, Udaipur, etc. But the British described some of the most outstanding rulers of this country including Maharaja Ranjit Singh and the Mughal Emperor Akbar as illiterates.

All this created a fire of antagonism in India. Newspapers wrote editorials of fire and thunder. Many Englishmen were assaulted. While there were institutions of higher education and research in some parts of the world, the neglect of higher education in India was simply intolerable to the people.

The unrest and anger became so widespread that it contributed, in its own manner, to the massacre of hundreds and thousands of British colonists during the Revolt of 1857.

The British realised their blunders after 1857 and declared that there would be no interferences with the religious ideas and sentiments of the Indian people and the Government decided to review the entire Educational system of the country.

But in the ruthless suppression of the Revolt hundreds and thousands of Indian patriots were massacred or hanged. In Delhi alone more than 3500 rebels were put to death. The number of such victims in other parts of the country was no insignificant.

THE REVOLT OF 1857 AND THE DEVELOPMENT OF EDUCATION IN INDIA

The Revolt of 1857 served as a setback to the development of Indian education. Many educated Indians had participated in the Revolt. Even Azimullah Khan, who was sent to England, Turkey, etc. by Nana Saheb, before the Revolt was thoroughly conversant with western literature. He knew a number of European languages. Similarly, Ranga Bapu, who had gone to England to appeal against Lord Dalhousie's decision for the annexation of Satara, was well versed with western ideas and education.

Many military officials and rulers of the Indian states had learnt

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English and were conversant with British system of education.

Some of the inspirers of the Revolt were highly educated and enlightened.

The Revolt created a lot of bloodshed and animosity among the British and the Indian people. There was a flood of literature in England, including periodicals, which demanded cold-blood repression in India.

There was a demand for hanging every Indian rebel. In such an atmosphere of hatred it was just impossible for the British Crown in India to encourage education among the Indian people. Though three universities had come into existence in the year of the Revolt, for all practical purposes it was clear that the British Government would not then take any interest in the enlightenment of those who had to a large extent closed the fate of the British in India.

The British Government, therefore, did not take sufficient interest in the spread of education in India. Throughout the nineteenth century no new universities could be established except the University of Punjab and the University of Allahabad, which were established towards the end of the nineteenth century.

Most of the plans and proposals for the establishment of big educational institutions etc. were turned down by the British under one pretext or the other. Indians had hardly anything to do with the policy decisions regarding their own education.

Vice-chancellorships of the Indian universities and other higher academic positions continued to be monopolized by the British. The Christian Missions from England, France, Germany, Denmark, America, etc. continued to establish and encourage their centres of education. Conversion of Christianity could not be presented in view of the monetary incentives in education provided by the resourceful foreign missionary organisations. The British Government, though it always talked about religious neutrality did not try to check the Christian Missions from either spreading Christianity among the poor or the need but it also did not put adequate checks on the conversion of the Indian people to Christianity.

Leading Indian scholars, such as Dadabhai Naoroji, Swami Vivekananda, Swami Dayananda Saraswati, Mahadev Govind Ranade, etc. were never considered for the chairmanship of committees and commission for the spread of education in India.

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The Co.'s failures in the field of Education were :

1. The Co. did not encourage properly the Indian system of education.
2. It tried to completely destroy the character of the Indian educational institutions and tried to establish the myth that the System of England's Education was superior to the Systems of Indian Education.
3. The Co. tried to create the myth that no Indian language was properly developed and Sanskrit was dead, and therefore, education could be imparted only through a foreign language.
4. The Co. tried to create the myth that Indian science and mathematics and England's science and mathematics were not parallel streams. Science all over the world is not one. One plus one in Indian mathematics are different from one plus one in England's mathematics. Therefore, only England's science and mathematics should be taught.
5. The Co. failed to teach science and technology. It opened small schools and colleges. It did not bother that England, where most of the people were illiterate, was trying to educate them why it is unconcerned about the education of crores of people in India. Countless individuals and institutions in England tried to teach the Co. but it remained illiterate throughout its existence. It could not read what are the needs and aspirations of the people of India.
6. The Co. did not allow Indian literatures and languages to grow.
7. The Co. sent Christian Missions and others to Indian sovereign's palaces, forts and courts, on Education Missions but on receiving full informations about those territories conquered, annexed or plundered them.

   Sir Charles Trevelyan was inside the Bharatpur royal palace for a long-time; E. Carey was spying in Ajmer and other Rajput states, one Christian Missionary was teaching English and Bible to young Prince Dilip Singh of Punjab, and John Bethune was trying, secretly, to anglicize the Indian ladies of aristocracy through a small, less than 15 student girls school.

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8. Even the topographical survey, geographical survey, trade missions, etc. were used by the Co. for political, military and religious purposes. Whenever possible it tried to put its own stamp everywhere, for example without any justification the highest Himalaya peak was named Everest after the name of a British official or surveyor John Everest.

   There was no justification in naming the highest mountain of the world after an ordinary Co.'s servant.
9. The Co. filed to impact secular education. It paid salaries to the clergymen. It encouraged Mission Schools, Church Schools, Bible Schools, etc.
10. The Co. failed in the translation work. It could not introduce the finest literature of Germany, Portugal, Spain, Italy, Turkey, France, Denmark, Finland, Switzerland, Sweden, Russia, America, Japan, China, Korea, etc. to Indian educational institutions. As mentioned earlier, it continued to describe Shakespeare, Milton, Shelley and Keats as the greatest literary masterminds. It completely ignored the other masterminds of the world.

The Co. did not provide a sound modern education in India. In schools and colleges, there was an obsolete system of rote, similar to that of England, based on a defective system of examinations. There were no trained teachers, no laboratories, no scientific equipment, and no proper courses of science and technology. The Co. did not allow the Roorkee College to grow. It could not become a university throughout the Co.'s rule and later the Crown, during its administration, did not permit it to be converted into a university. Till 1947, when the British left India, this institution could not emerge as a university.

The Co. failed because it tried to prevent Indian States from becoming the seats of research and highest learning.

The Co. failed to honour the Indian literary masterminds. Bahadurshah Zafar, Mirza Ghalib and countless other Indian scholars were not recognised.

Indian scholars were never made chairman of the various committees, commissions and councils. Even Rammohan Roy, Bal-Shastri Jambhakar, Jagannath Shankarseth, Jamshedjee Jeejabhai and

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the great scholar Justice Radhakant Dev were never requested to head any Council or Boards of Education.

Sir Syed Ahmed Khan and Swami Dayananda Saraswati had no positions of responsibility in the field of education. Under tremendous pressure from the India Reforms Society, London, the British and Foreign Institute, London, the British India Society, Calcutta, the Brahmo Samaj, the Bethune Society, the National Association, the British India Association, the Dharma Sabha, the Dharma Raksha Samiti, the Academic Association etc., when the Universities were finally sanctioned by the Co.'s Government in 1857, the Co. did not offer the vice-chancellorship to Justice Dwarkanath Tagore, Justice Prassanakumar Tagore, Jamshedji Jeejabhai, C.V. Ramaswami, Rassikkrishna Mallick, Madhavchandra Mallick, Balshastri Jambhekar, Jotirao Phule. Even Savitri Phule was never encouraged by the Co.'s Government in her great endeavours in the field of women's education.

THE REVOLT OF 1857 AND THE TOTAL BAN ON PUBLICATION OF TEXTBOOKS FOR EDUCATIONAL INSTITUTIONS, NEWSPAPERS, MAGAZINES AND OTHER PUBLICATIONS, JUNE 1857

The Revolt of 1857 started on May 22, 1857. Countless British officials, soldiers, etc. were cut to pieces by the Indian patriots.

The aim of the Revolt was the complete end of the foreign rule in India.

The British found it the most suitable opportunity to completely silence the Indian dissent. It found an opportunity to manage the Education in British India in such a manner that only that could be taught in the educational institutions, which suited the colonial needs and exigencies.

The Government passed an Act through which in June 1857, no books, tracts, pamphlets, newspapers etc. could be published, without its prior permission.

Thus the British Government succeeded in completely gagging free expression. It put a check on the criticism of British policies and attitudes.

The Act put a great strain on education in India. Countless textbooks, magazines, newspapers and other publications came to a sudden halt.

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It was a serious setback to education. The Government always feared that education and free expressions would make it impossible for the alien control or administration to survive in India.

The Government tried to make a capital out of the Revolt of 1857.

SUPPRESSION OF THE REVOLT OF 1857 AND ITS INFLUENCE ON EDUCATION IN INDIA

The Revolt of 1857 was a great victory or accomplishment of the Indian revolutionaries and thinkers. The dreams of Indian thinkers, who had opposed the administration of India by a mercantile corporation, had come true. The East India Co. fell like a house of sand. It fell like a castle of corruption. It demonstrated clearly that mercantile houses should never be entrusted with the responsibility of governing a country, because their sole ambition remains the extension of trade and territory or the exchange of manufactured goods with the raw-materials. They are interested only in profits. They are neither concerned about education, enlightenment or the needs and aspirations of the people.

The Co.'s downfall was one of the greatest achievements of the Revolt of 1857. The Co. was always in debt, despite its corrupt practices.

Since 1833, it was not prepared to spend even a pound more than Rs. 10 lacs on the education of the people.

It was indeed sad. It was a great disappointment.

The immediate result of the Revolt of 1857, besides the downfall of the East India Co., was the closure of the East India College, Hailcybury, dismissal of one of the greatest British educationists in India : Sir Charles Trevelyan from the Governorship of Madras, for his criticism of British politics in India and a fine of Rs. 100 on Rev. J. Long, a great scholar and the founder of Vernacular Translation Society (1850) for the publication of Dinabandhu Mitra's *Nildarpan* in 1861. He was charged with defamation and after a mock trial, he was imprisoned for one month in Calcutta. On release in 1862, he was sent back to England.

Besides all this, countless Indians were hanged. It was felt in the official circles that the Revolt was a result of Education. Attempts therefore, were made for keeping education completely restricted and under severe control.

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HUNT FOR TRAITORS: DESTROY THE TRAITORS, HANG THE REBEL

The Revolt of 1857 created a lot of anger in England. Hundreds and thousands British soldiers and officers had been slaughtered in the Revolt.

Many Britons wanted every rebel to be hanged. In London, poet Martin Tupper wrote:

> Destroy these traitor legions; Hang every pariah hound, and
> Hunt them down to death, in all the hills and cities round.

In such an atmosphere of hatred, anger, badblood, and antagonism, there was hardly any scope for formulating any serious education policy for the enlightenment of the Indians.

WHY IS THERE A NEED FOR COMPULSION IN EDUCATION? INAUGURATION OF A NEW EDUCATIONAL POLICY, AFTER THE REVOLT OF 1857

As mentioned elsewhere, the British officials were always afraid of imparting education to the Indian people. They felt that America became independent of the British control solely because of the spread of education there.

The downfall of the East India Co. after the Revolt of 1857 further strengthened this fallacious theory. It was felt that there was absolutely no need for compulsory education. A myth had also been created that the people of India were not interested in education and enlightenment. Education, according to some British officials, had proved fatal to England's interest. Therefore, it was decided that no compulsion should be practiced with regard to education in India.

It was decided that a thorough investigation should be made to find out to what extent education in India was responsible for the Revolt of 1857.

Parents were permitted to withdraw their subscriptions from the schools and colleges.

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Sir Stanley, the Secretary of State and Lord Ellenborough both were convinced that there was no need for compulsion in education.

This kind of policy had disastrous consequences. The education of the people of India received a tremendous setback.

The members of the Brahmo Samaj, Dharma Sabha, Hindu Dharma, Raksha Samiti, the Bethune Society, the British India Society, the India Reform Society, etc. felt deeply disappointed. The dreams of mass education and total eradication of illiteracy melted into thin air.

PROFESSOR MAHESHCHANDRA NYAYARATNA, PRINCIPAL OF SANSKRIT COLLEGE, CALCUTTA CONDEMNS THE BRITISH SYSTEM OF EDUCATION, BASED ON CRAM, AUGUST 23, 1871

After the Revolt of 1857 there was a tremendous concern among the Indians for reforms in the British system of education.

There was a great movement for making the mothertongue the medium of instruction in schools, colleges and the universities.

England, however, was not prepared to change its policies. It was adamant. There were protests and prayers, but the colonial Government was not prepared to yield or to adopt a rational policy towards education.

Indians were totally dissatisfied with the British system of education because it was full of defects.

The system was based on a defective system of examinations and cram. It was a system of tortures.

On August 23, 1871, Professor Maheshchandra Nyayaratna, an eminent Sanskrit scholar and educationist wrote to the Registrar of the University of Calcutta, J. Sutclifee, condemning the system of education and the cram.

"It is a well-known fact that cram reigns in the teaching of English and some other subjects of the existing university course, and it would really be lamentable if cram was to establish its rule over science also."

Professor Maheshchandra Nyayaratna made invaluable suggestions how science could be fruitfully taught in Indians schools and colleges.

Cram, however, continued to dominate the education system in India throughout the British rule.

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EDUCATIONAL DEVELOPMENT AND LORD MAYO'S ASSASSINATION, 1872

England's total unconcern towards the education of the people of India after the Revolt of 1857 had its serious repercussions. There was a tremendous unrest throughout the country. The people felt unhappy at the merciless killings and hangings of the Indian rebels. They felt unhappy at the hanging of their great revolutionary hero Tautya Tope in 1858. They felt unhappy when Bhaskarrao Nargundkar was hanged a couple of times from a tree, with a weak rope, which broke and the British felt a great sadistic pleasure. They were unhappy when the Maharani of Nargundkar and Rajmata of Nargundkar had to jump into the Malprabha river to save their honour. They were unhappy that Hudson had killed the sons of Bahadurshah Zafar treacherously. They were unhappy that countless people were hanged on both sides of the roads on trees, from Kanpur to Lucknow and Allahabad, without any trial.

They were unhappy when rebels were burnt alive or roasted. They were unhappy when brahmins were forced to take beef and the Muslim rebels had to eat pork, before getting mercilessly killed without trial in different parts of the country.

But the unrest and disappointment touched its climax when England decided to show total concern towards the education of the masses.

They were unhappy when the Government of England imposed cess on education.

The British had not changed their policy towards English or British education. Professor Pathe was extremely unhappy. In 1864 while serving as a teacher in the Church Mission College, Bombay, he wrote in his Marathi '*Rashtrabhasha*' :

"भारत को एक भाषा की आवश्यकता है और वह हिन्दी है।"

Mary Carpenter, who was in India in 1866 felt unhappy at the total neglect of Women's Education in India by England. She wrote long articles on the subject suggesting the way out. The Bethune Society also pleaded for the spread of education and enlightenment in India. In 1865 'Anjuman-e-Punjab' was established at Lahore. It pleaded for Oriental Education through the medium of Indian languages. It was patronized by Maharaja Ranbir Singh of Kashmir and many other distinguished

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educationists of India. Mahadevgovind Ranade's 'Poona Sarvajanik Sabha' was out and out in favour of fast spread of education in this country.

Lord Mayo, however, did not show any interest in the spread of education in India. He remained preoccupied with the hangings of Kuka leaders and the maltreatment of Afghanistan. He tried to play dirty tricks with the rulers of Afghanistan. Afghanistan had to suffer incalculable losses due to Lord Mayo's hostility and betrayal.

In 1872, therefore, the British Viceroy and Governor-General of India, Lord Mayo was mercilessly assassinated while he was returning from Andeman Islands.

He had, however, succeeded in hanging countless Indian patriots and transporting them to Andemans.

Lord Mayo had experienced total unrest in many parts of the country because of unethical British policies. About Punjab he wrote before his assassination :

> "Punjab is burning with the fire of Revolt since its annexation. There is a total unity. Punjab must be turned loyal—and control the fire by dividing it."

Lord Mayo unsuccessfully tried to introduce "communal fire" into Indian education.

But before the venom could come out, Lord Mayo was overpowered by the venom and he was killed by Sher Ali Afghan.

POLICY OF CONTROL OVER SCHOOL AND COLLEGE TEXTBOOKS AND ORIENTAL PUBLICATIONS, 1877-78

The Press Act of 1857 succeeded in suppressing free expression for quite sometime. Nevertheless even the gagging of free expression could not save the East India Co. from its downfall.

In 1857, Swami Dayananda Saraswati brought out his world famous *Satyarthaprakash*—which created a stir in the entire civilized world. Swami Dayananda Saraswati established the Arya Samaj in 1875 in Bombay. Branches of Arya Samaj were established at Lahore, Jullundur, Patiala, Delhi, Agra, Mathura, Allahabad, Banaras, Jaipur, Ratlam, Bareilly, Moradabad, Sambhal, Aligarh, Hatras, Ajmer, Ghazipur, Dehradun, Poona and a large number of other places throughout the country.

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The Arya Samaj started a large number of educational institutions both for girls and boys. The education in the Dayananda Saraswati educational institutions was through the medium of Indian languages. The stress in these educational institutions was on Indian system of education and the Vedic studies.

These institutions were becoming popular overnight. They were producing great patriots, who were prepared to sacrifice everything for the motherland.

Swami Dayananda Saraswati's Arya Samaj was a terror to the entire British empire. It shook the foundations of the colonial rule in every part of the world.

Swami Dayananda Saraswati told the entire world that Vedic tradition was based on reason and therefore it was universal in its appeal. It was modern and relevant to present-day needs.

Swami Dayananda Saraswati shattered the entire British missionary propaganda when he pointed out the shortcomings and drawbacks of Christianity, western civilization and western mode of life. Swami Dayananda Saraswati appealed to the entire world that Christianity should be discarded because it was based on superstitions, irriationalities and absurdities.

The British Government had no reply to Swami Dayananda Saraswati's rationalism. It therefore, decided to launch a new educational policy. Under the guidance of R. Lethbridge the British Government launched a policy of complete control over textbooks. Original books and publications, which were also a threat to the Government were censored and an 'Act for the Better Control of Publications in Oriental Languages' was passed in 1878.

POLICY DISCOURAGEMENT TO UNIVERSITY EDUCATION AND RESEARCH

It had become abundantly clear to England that educated Indians were deeply involved in creating unrest in India. The intellectual elite was exposing the British for its unethical policies. Sir William Hunter, who was the chairman of the Indian Education Commission in 1882, therefore, inaugurated a new education policy.

The main aim of this education policy was to prevent Indians from obtaining university education. The main motto of this policy was : "Week no further education after the High Schools."

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This policy served as a deterrent or a setback to education in India because now the total concentration of England was on elementary education.

It was indeed a fact that India's educated elite had become extremely powerful during this time, with the establishment of countless branches of the Arya Samaj throughout the country, the publication of Swami Dayananda Saraswati's *Satyarthaprakash*; and the foundation of the Theosophical Society under the leadership of Helna Blavatsky of Russia, and Henry Olcott of America and its Membership by Dr. Annie Besant of Ireland.

The British India Society of Raja Krishna Das of Moradabad was also creating a lot of unrest in the country by pointing out the inadequacy of Government patronage and financial assistance.

The Anjuman-e-Punjab was openly demanding an Oriental University at Lahore. The result was the Government was forced to sanction the establishment of the University of Punjab at Lahore in 1882. The Anjuman-e-Punjab had collected a huge amount of money for the establishment of this university through public subscription.

Sir William Hunter, however, was not prepared for the wide expansion of university education. The establishment of the University of Punjab which was an oriental university with Indian languages as the medium was a slap on the face of Alexander Duff, Thomas Macaulay, Charles Trevelyan, who always felt that higher education or education was not possible through the medium of Indian languages. It was a slap on the face of those British critics who uncharitably condemned the oriental education. The policy of 'No Further Education', however, was a setback. The Government also hooked the Punjab University when it asked it to conduct not merely Intermediate and High School Examinations but also the Middle School Examinations.

The Government, obviously, did not want the University to concentrate on higher education.

It was a setback.

ORIENTAL UNIVERSITY *VS.* THE UNIVERSITY OF ALLAHABAD, GOVERNMENT's POLICY OF RETIREMENT FROM DIRECT EDUCATION, 1887-88

The University of Punjab was attracting countless scholars towards the Oriental Studies through the medium of Indian languages.

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It was a defeat of Lord Macaulay, Charles Trevelyan and Alexander Duff who had built up a theory that Indians were demanding English education and that they were not interested in Oriental Education at all.

Emphasis on India's cultural heritage and age-old glorious traditions provided a rude shock to the British. Students from the entire northern India had started reaching Lahore for their education.

The Government, therefore, immediately sanctioned the establishment of a non-oriental University at Allahabad.

In 1888 a miracle took place. Through a resolution, the British Government decided to retire from the field of active education. It was a new departure. It was the admittance of its failure in the field of education.

It was a great shock to the entire country. It was a shock to the Indian National Congress which had come into existence in 1885. It was a shock to the British India Society. It was a shock to Sir Surendranath Bannerjee's Indian Association. It was a shock to Poona Sarvajanik Sabha. It was a setback to Balgangadhar Tilak's Home Rule League. It was a setback to every educational institutions in this country.

But it was a greater shock to those who knew the real motives behind this irresponsible policy. The idea was to leave the entire sky open for the Christian Missions so far as education was concerned. For a long period the Christian Missions were suggesting to the Government to withdraw from education so that the Christian Missions had greater opportunities to spread Christianity in India. It was not possible for the Government institutions particularly after the Revolt of 1857 to teach Bible or New Testament in schools and colleges. The Missions, however, had no such problem or difficulty.

Through a Policy of Retirement, the Government allowed the Christian Missions to Christianize India *ad nauseam*. The Missions openly taught Bible to the Indian tribes and backward people. They gave them free books, free tuition, free notebooks, free-medical-care, and free shelter. The Missions opened countless schools and some colleges. The idea was to spread Christianity from one part of the country to another.

The Government provided monetary assistance to Christian schools. Poor, starving and helpless came to these institutions to get education—even if the Missions declared them Christian converts in their annual reports.

The Retirement Policy proved beneficial to Christian Missions. Countless dollars and pounds were invested by America, Sweden,

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Denmark, France, Portugal and Germany in establishing or encouraging educational institutions in India.

Previously the missionaries were coming to India secretly through Ceylon etc. Now they came straight.

This Policy of Retirement from education, 1888, was a setback to education. Christian education received undue patronage. Education by Indian people was obviously discouraged.

POLICY OF OPEN RACIAL DISCRIMINATION : BRITISH COLONIALISM AT ITS WORSE

The Queen's Proclamation of 1858 had promised justice and equality. It had promised appointment of Indians to Government positions without any discrimination. But the British Government failed to keep up its promises and assurances. It followed a policy of blatant racial discrimination. It followed a policy of racism and injustice in the field of education.

Outstanding Indian scholars Jagdish Chandra Bose, Sir Prafullachandra Ray and Dr. Ramgopal Bhandarkar were paid less salary than the England graduates recruited for ICS etc.

White young graduates from England could get Rs. 1500 per month some of the greatest scientists, orientalists of the country Sir J.C. Bose, Dr. R.G. Bhandarkar and Sir P.C. Ray were never paid more than Rs. 500 throughout the nineteenth century. Sir J.C. Bose received Rs. 500 per month, Dr. P.C. Ray Rs. 250 per month.

The British Government never advertised the highest positions. The highest positions were always filled up through recommendations of the senior most British bureaucrats.

The British Government had gone completely biased with regard to appointments and promotions etc. There was an open racial discrimination. The British Government followed a policy of discrimination without fear. This was a worse kind of colonialism. This kind of discrimination became more severe around 1891.

LORD CURZON'S POLICY OF TOTAL CONTROL OVER EDUCATION IN INDIA

England was not prepared to tolerate any interference by Mahamana Madanmohan Malviya, Dr. Brojendranath Seal, Dr. Annie Besant, Lala Lajpatrai, Lal Hansraj, Sir Ferozeshah Mehta, Seth Govind

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Das, Dr. Ramgopal Bhandarkar, Gurudas Bannerjee, or Sir Surendranath Bannerjee. These Indian educationists were trying to suggest to the alien Government that there was a need for rapid expansion of education in India and the eradication of illiteracy. In fact, many of them had established educational or cultural and political organizations for the purpose. Mahamana Madanmohan Malviya had started dreaming of a new University in India to promote Indian culture and tradition.

Lord Curzon therefore formulated a policy through which the education in India could be completely freed from Indian control. He formulated a policy of Total Officialization of Education.

He appointed the Indian Universities Commission in 1902, and under the pretext of high 'academic standards', efficiency and discontinuation of the system of cram, Lord Curzon tried to control and restrict education.

The Indian Universities Commission requested Mahamana Madanmohan Malviya, Sir Pherozeshah Mehta, Sir Surendranath Bannerjee, Dr. Brojendranath Seal, Lala Lajpatrai, Lala Hansraj, Dr. Annie Besant, Seth Govind Das (Nagari Pracharini Sabha, Banaras), Dr. Ramgopal Bhandarkar, P.C. Chatterjee, Dr. Shafat Ahmad Khan, Dr. A.K. Bhattacharya, Professor Arthur Venis, Knox Johnson and Gurudas Bannerjee to suggest ways and means through which university education in India could be improved. Countless other scholars from the Universities of Calcutta, Bombay, Madras, Punjab and Allahabad were also consulted.

Lord Curzon, however, did not make a proper use of their ideas and opinions.

He used the information collected by the Indian Universities Commission to control and restrict education in India.

But the countrywide debate on university education in India as a result of the Indian University Commission's efforts, created among the Indian educationists a deeper sense of responsibility towards the education of the people of India. They established at their own initiative countless educational institutions in this country. The progress of education became faster.

Lord Curzon was too young to understand the real problems of education in India. He was offending the people. He admitted that the higher education in India was a sham and that the system of higher education had failed. The sole aim of his education policies was to

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completely officialize the education and to play politics. He kepts close watch on schools, colleges and the universities. He admitted that the whole system of education was unsuitable. It was based on cram. The standards were low.

Mahamana Madanmohan Malviya understood the British game clearly. He could see that the British had no intention of promoting higher education in India. It had no intention of opening new universities and centres of research. He, therefore, held a meeting with all the top educationists and the Maharaja of Banaras Sir Prabhunarain Singh. And in 1904, a plan was prepared at Banaras for the immediate establishment of a University. Similar schemes were discussed by newspapers in 1903 and 1904. Gopalkrishna Gokhale too was totally disappointed with the British education system and policies. He wanted the total eradication of illiteracy from India. He, therefore, drew a plan for the introduction of a free and compulsory system of education throughout the country. Many Indian states such as Baroda, Travancore, etc. introduced successfully free and compulsory education for all during this time.

When the British Government continued to play tricks, a bomb was thrown on the Viceroy Lord Minto. He escaped death but was deeply wounded. That was in 1909.

Immediately after that Gopalkrishna Gokhale introduced in the Legislature his Bill for Free and Compulsory Elementary Education.

In the meantime a lot of change had taken place in India as a result of the Partition of Bengal. It led to a countrywide agitation and as a result the Indian Council of Education was founded and a number of national educational institutions were established by the Indians.

This was all intolerable to the Government. Lord Minto, E. Skiner Stanley, H.A. Stuart, Sir J. Hewett, Carlyle and Rishley—all combined to crush the national institutions.

The Government tried to crush these institutions. They were neither aided nor recognized. Skiner said that education was the breeding ground of educated malcontents. Sir. J. Hewett suggested that India's energies should be immediately directed towards industrial pursuits so that they do not demand Swarajya.

King George V and Queen Mary decided to come to India in 1912. They tried to pacify the Indians. But in the same year 1912, a bomb was thrown on Lord and Lady Hardinge in Delhi.

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The Press Act of 1910 created a lot of problems for the improvement of education in India. The British Government not merely put a complete check on free expression of ideas but it also made it compulsory for the publishers to obtain clearance for textbooks and other materials for use in the educational institutions in the country.

Earlier in 1908, though the Press Act of 1908 similar restrictions were imposed on the publication of works meant for the schools, colleges and the universities.

The World War came to the rescue of the British. Under the pretext of the World War, the British Government kept education in India completely restricted and controlled. It sent countless Indian scholars and educationists to the war fronts. The British educationists in India were assigned war-duties. Thousands of schools and colleges, owned and financially supported by Germany and Austria in India, were taken over by the British. Countless German and Austrian teachers were arrested. Ex-students of the Princes Colleges at Ajmer, Rajkot, etc. were sent to the war fronts.

Countless millions of rupees were collected as a War Subscription from the people including students and teachers.

Regular lectures were organised in all the educational institutions on the duties of the people during the War.

Education came to a standstill.

The British were afraid of the activities of Raja Mahendra Pratap. He had not merely founded some educational institutions in India but he went to Afghanistan and established a Provisional Government of Independent India in Kabul in 1915.

The Government was full of anger. It had failed to capture Raja Mahendra Pratap. This great revolutionary became a terror to the British Empire.

Afghanistan had given its full support and recognition to Raja Mahendra Pratap's Provisional Government.

The Government was equally nervous because of the Ghadar Revolution in USA.

The Government, therefore, lifted its eyes from the education of the people of India and made elaborate arrangements for hanging the captured Ghadar revolution leaders. When Komata Maru reached Calcutta, countless Indian rebels were hanged, deported or imprisoned for life.

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CALCUTTA UNIVERSITY COMMISSION—AN ATTEMPT AT DENIGRATION, 1919

The Calcutta University Commission was an attempt to denigrate Sir Ashutosh Mukherjee and the University of Calcutta—which had started playing a vital powerful role in the struggle for swarajya. It was a "political" commission and it wanted to use education for British colonial ends.

It was an attempt on the part of England to weaken the national movement; to divide the educated elite and to cripple the University of Calcutta through communalism, separation of Intermediate classes, and restricting its powers and area of operation.

It was an attempt to put English on the highest pedestal by making it the sole medium of university-education and research, step by step.

It was an attempt to paralyse the university education and research financially by putting universities under provincial control.

It was a means to put greater official control over university education through such devices as technical education, teacher's training, etc.

There was practically no representation of Indian nationalist opinion on the Commission because except for Sir Ashutosh Mukherjee—a bureaucrat and Dr. Ziauddin Ahmed, who had just returned from Germany after his Doctorate in Medicine, no national leader was asked to either head the Commission or to serve as a member. The claims of Lokmanya Balgangadhar Tilak, Mahamana Madanmohan Malviya, Dr. Annie Besant, Dhondokeshav Karve and Lala Lajpatrai were set aside and an individual who had absolutely no idea about the educational problems of India—Michael Sadler—was asked to report on the working of the University of Calcutta. Why a person had to be 'imported' from Leeds to report on the University Education in India remains yet to be answered.

The Sadler Commission was a trick, a bluff and a delusion.

EDUCATION AND EMERGENCE OF MAHATMA GANDHI

The British succeeded in keeping the education in India under their absolute control after the commencement of the World War through the Calcutta University Commission. Michael Sadler kept the

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Indian educationists involved in all kinds of educational problems between the World War and the Jallianwalabagh Massacre. The education moved at a snails's pace. It remained completely restricted.

The Indian educationists had succeeded in establishing educational institutions including the Universities at Banaras, Mysore and Osmania through their own initiative and efforts. The British government had remained completely unconcerned about the establishment of new universities for more than 20 years. The last university they had established was in the nineteenth century in 1887 at Allahabad.

Under tremendous pressures, the British were forced to establish a few new universities at Patna, Rangoon, etc.

The Indian people had given huge donations to every institution established by the British in this country. Despite the moral and material support, the British were taking a long-time in passing the acts for the establishment of the universities. In a large number of cases the British educational institutions charged so much of tuition-fees etc. that they did not require much financial grant from the Government. But as a matter of policy the British wanted to keep education both restricted and controlled.

Mahatma Gandhi, however, made it impossible for the British to keep education completely under their control and restriction. He established and inspired the establishment of a large number of colleges and universities. He was responsible for the establishment of the Gujarat Vidyapith. Vidyapiths were also established at Lahore, Banaras and Poona.

The British system of Education came under severe fire under Mahatma Gandhi's leadership. He launched his Non-cooperation Movement in 1920, Civil Disobedience Movement in 1930 and Quit India Movement in 1942.

Mahatma Gandhi described the British system of education as 'born and conceived in error and nurtured in sin'. His voice was heard in every part of the country and even in England, Germany, Japan, Russia, America and China.

The result was fire and thunder. Dr. Annie Besant condemned the British system of education as emasculating. Gilchrist found it pathetic, Broughten found it harassing. Surendranath Bannerjee found it communal. Dinshaw Wacha found it unsuitable to India's needs and

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aspirations. Lala Har Dayal found it de-Indianizing. Lala Lajpatrai considered it a political bondage. Even Sir Ashutosh Mookerjee found it denationalizing.

Indian newspapers wrote angry editorials describing the alien system of education as colonial. There were satires and sarcasms in the press. V.V. Oak wrote that it was impossible to get education except if liquor was patronized. He wrote this in a long article in the *Modern Review* in September 1924 condemning the inadequacy of Government's financial support to education.

Sir Philip Hartog was a great defender of colonial interests. He talked about retrenchment and restriction whenever the question of education was debated. He tried his utmost to restrict the education and to control and undermine it. He continued to harp on the tune of 'wastage'. He talked about 'relapse to illiteracy.'

This was all absurdity and unreason. His approach to the problem of education in India lacked objectivity and a scientific, rational analysis. His concepts were fallacious.

Countless people all over the world wanted India to eradicate illiteracy and to spread enlightenment. They had helped the Indians in their programes of education and enlightenment. They gave huge financial support to Rabindranath Tagore for the establishment of Vishwabharati. They gave financial support to Dr. Dhondokeshav Karve when he went to China, Japan, Java, Malaya, etc. for the establishment and smooth running of his SNDT Women's National University of Poona. In 1930, Karve visited a large number of countries for generating support for his university. He was greatly assisted even by the people of England and the USA. He collected 27000 rupees in 1930 from abroad.

There was no dearth of people who wanted to encourage education in India. In 1930, Maharaja of Darbangha Kameshwar Singh donated Rs. 120000 to the University of Patna for the encouragement of the vernaculars.

Rabindranath Tagore pleaded time and again for breaking the cultural isolation of India. He said, "Our problem is that we wish to remain isolated from the world in the prison of our own scholarship, it is not easy to free India from this spirit of isolation. We must build up a relationship with the world to serve and be served, to give and to receive. We want to be one with the world's learning."

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SIR JOHN SERGENT SCHEME OF UNIVERSAL FREE, COMPULSORY ELEMENTARY EDUCATION FOR INDIANS, 1935

This scheme was prepared by Sir John Sergent, Educational Advisor to the British Government in India. It sought to introduce universal, free, compulsory elementary education to boys and girls between the age of 6 to 14.

Under this scheme, more than 80 per cent students were not to be permitted to receive the High School education. Only those students could join the High Schools, who were expected, in the eyes of the Government, to "profit from higher education".

Restrictions were to be put on the admission of students to the colleges and the universities.

Intermediate courses were to be included or incorporated into the High School courses so that there was no need for the students to join the colleges, or the universities.

A countrywide youth movement was to be launched so that the students devoted more time to physical exercises and physical development and serve the country.

Educational institutions for free and compulsory elementary education were to be supported or maintained out of public funds.

After collecting all the evidence and consulting the leading education experts and after having finally prepared the Report, the Government decided to drop the scheme. The people were told that the scheme was expensive and the Government was not in position to implement it. The scheme would cost Rs. 200 crores.

The Sergent Scheme was prepared at a time when the national movement, under the leadership of Mahatma Gandhi and Jawaharlal Nehru had gained unimaginable and unprecedented momentum. In the field of movement for national education great strides had been made. Hundreds and thousands of students and teachers and other educationists had joined the mainstream of the national movement for freedom. They had boycotted the Government, the government-aided and the Christian Mission educational institutions, and hundreds of leaders all over the country were demanding free, compulsory elementary education for all. There was even bloodshed and violence. Attempts had been made to terrorize the British officials. There were 'prabhatpheris' singing of 'vandematram' on the streets,

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demonstrations, agitations, huge processions, discussions, debates, conferences, angry editorials and articles in the newspapers, political meetings and even defiance of government authority.

National schools and colleges had been established in different parts of the country. In such institutions great national education stalwarts like Sri Aurobindo, Acharya Narendra Dev, Dr. Zakir Husain, Netaji Subhashchandra Bose and Dr. Rajendra Prasad had taught.

The Arya Samaj had established a network of Dayananda Anglo Vedic Educational Institutions all over the country, completely under Indian control, without any aid from the Government. These institutions did not want even government recognition or affiliation with Government universities or colleges.

It looked as if the whole educational system would gradually be sliping out of the government control. The educationists and leaders were openly condemning the British education system because it had failed to provide free, compulsory elementary education to the Indian people, who were grouping in the dark due to Government apathy or neglect.

The Government therefore, played a trick with the people. It requested the Educational Advisor Sir John Sergent to prepare a scheme for mass education. And the result was the Sergent Scheme of Education.

Sir John Sergent Scheme of Education was a hornswoggle, a humbug and a hoax. It was a dodge, a deceit and a deception. It was a mirage, a visual fallacy, and a fraud. It was definitely not what it seemed. The Government wanted to befool the people and therefore this trick was tried.

The Government wanted to make a false demonstration of its liberality and broad-mindedness towards the people of this country through this spider's web. It wanted to hook, bait the lure.

Sir John Sergent wanted to completely kill the higher education in the country because the university graduates and other highly educated Indians had made it impossible for the British to breathe in this country. They had exposed the weaknesses and shortcomings of the educational system. Mahatma Gandhi had described it as 'sinful' and as 'unworthy of retention'. 'He had described it as 'positively harmful.' Sir John Sergent, therefore, felt that if at all the scheme was implemented it would completely kill the university education in the country.

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The Government wanted to divert the attention of the people from the struggle for swarajya and from their demand for national system of education, managed completely by the Indians.

Sir John Sergent and the British colonialism wanted to weaken the Mahatma Gandhi's movement for swarajya, which had assumed grave proportion for the Government and the British diplomats and strategicians had started predicting the end of the British rule in India. The Government, therefore, as their last trick in the field of education, tried Sir John Sergent's trap.

Mahatma Gandhi knew that it was a bamboozle and a deadfall. It was a blind. But the people had no alternative but to wait till the scheme was prepared and implemented. But at the last moment as earlier, the British brought the trump card, the stratagem, the tripwire of lack of funds.

Had the Government, which had all the estimates on earth regarding the financial resources required for introducing free elementary education, declared that it had no funds, and it was not in a position to provide mass-education to the people, the Indian National Congress and other political organizations of the country would have made it impossible for the British to breathe. It, therefore, tried Sir John Sergent for its game of duplicity, pretense and farce.

But for how long could the British dazzle or mystify. For how long could it betray or throw dust in the eyes of the Indian people.

The rejection of Sir John Sergent Scheme was condemned and criticised. It served as yet another bomb in the armory of the Indian fighters for freedom.

MAHATMA GANDHI'S WARDHA EDUCATION EXPERIMENT

In 1937, Mahatma Gandhi launched his well-known Wardha Scheme of Education. He felt that such a scheme was absolutely imperative because the British education had failed to meet the requirements of the country. He wanted the education to be self-supporting. He wanted that the education should also be in a position to provide employment to the people. His aim was 'Earn while you learn'.

It was a new departure and a revolutionary programme. Kakasaheb Kalelkar, Dr. Rajendra Prasad, Dr. Zakir Hussain and Jamnalal Bajaj—all supported this scheme.

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John Sergent and Hartog, however, were not satisfied. They continued to talk about over-production of graduates, stagnation and relapse to illiteracy.

All these ideas were self-contradictory. If the universities and colleges were overcrowded where was the question of wastage. There would have been wastage, if there were no students for admission to the university courses.

Relapse to illiteracy was an absurd, meaningless concept. If the resources of the scholars are limited, there would always be studies with fits and starts. Students in India always follow a slightly different course. They study for some years and then they look after the needs of the families by earning some money and then whenever they are financially sound, they once again join the schools and colleges.

Hartog and Sergent were, therefore, not justified in condemning the Indian system. They did not go deep into the question. They did not conduct proper surveys.

In the universities and colleges, there was no over-production of graduates. The percentage was surprisingly extremely low. The population of India around 1930 was no less than 30 crore and the total number of graduates in the colleges and the universities was totally insignificant.

The British education policy, therefore, based as it was on the concepts of over-production of graduates, stagnancy and wastage was not at all sound or practicable.

The British educational thinkers and planners, perhaps, adopted this attitude to cover up their failures. They were also frustrated due to the great political movement for swarajya getting more and more momentum every year.

The control of education was also slipping out of the British control due to the introduction of dyarchy in 1920s and Provincial Autonomy after 1935.

In 1939, the World War had started. England wanted to concentrate wholeheartedly on the War. The British Government, therefore, wanted to restrict its expenditure on education. It wanted some pretext for not sanctioning the new educational schemes. Sir Philip Hartog came to the rescue of the British Government. In 1939, he said that wastage in education was "appalling".

In the same year Gandhi gave a new twist or a new interpretation to the question of wastage. He said that because of India's overlove for

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a foreign language, a lot of India's time and energy was being wasted.

Through such moves of over-production, etc. the British succeeded in their aim of restricting education, both at the elementary and the university levels.

Even in 1943, Sir John Sergent was foolishly talking about over-production of graduates.

The Civil Disobedience Movement and the Quit India Movement had a great impact. It completely frustrated the British hope of their continuance in India. They saw the castle of colonialism falling with their own eyes. As a last resort they tried to restrict education as much as possible. The Indian educationists and leaders tried to convince the British Government that their apprehensions about over-production, unemployment, etc. were not sound. But neither Hartog nor Sergent was prepared to accept.

The control of education was slipping out of the British hands. Their frustration, anxiety and fear knew no bounds. They were not prepared to accept defeat and quit.

The result was violence, anarchy, disturbance and death.

Ultimately on August 15, 1947, India became Independent and in later years it became axiomatic that the British concepts of over-production, wastage and stagnancy were merely colonial tricks to restrict education in India.

The most important characteristic of British educational policy in India was the attempt to use "education" for colonial needs viz. the extension of territories, political hegemony, trade and Christianization. The other important characteristics were :

1. To keep India educationally backward or underdeveloped. India should serve as a supplier of 'soldiers, clerks, petty revenue and judicial officials, domestic servants, butlers', etc. on economic terms.
2. There should be no attempt at mass education or total literacy. Education, awakening or emancipation among the masses would bring about the downfall of the colonialism.
3. There should be no attempt at highest scientific or literacy research, because that would create in India an intellectual giant or a tough competitor for England in the field of research or higher education. Such studies and research would mean demand for human-rights, equality, freedom and

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self-rule. Limited research, however, would be necessary in all fields—defence, industry, agriculture, health, etc.—to cater to colonial needs. But all this should be extremely limited and within due control.

4. No attempt should be made to provide higher education to the women in India. They are not useful for British colonial needs except as Christian missionaries, nurses, maid-servants, cooks, etc. However helpless women, sick women, destitutes, prostitutes, tribal-girls, widows, orphans, victims of social taboos, caste, superstitions, etc. could be provided all encouragement with regard to elementary education. They would become the instruments or agents of colonialism in the country, almost effortlessly and without much financial investment.
5. No effort should be made to educate the farmers or agriculturists or industrial workers. Education of all of them would not be beneficial to the British colonialism. These classes should be kept in utmost darkness.
6. Attempts should be made to provide a limited, elementary education to Indian sovereigns, princesses, members of the royal-blood, etc. in order to achieve anglicization in India. Through such education, the Princess and Princesses would demand western goods and develop a love for western ideas and institutions. Through these processes, the British would be able to influence the politics of the Indian states too. This love for western culture would create respectability for British colonialism and, in due course, it would percolate to the common.

   This education, however, would be extremely limited and under complete colonial control. The literature or the text books would be selected with utmost care the caution. An attempt would also be made to convert some of the rulers to Christianity, if that could be possible without antagonism.

   Besides teaching in schools and colleges, the princes and princesses would also be taught within the palaces.
7. Even limited education, whether indigenous or British, could create a fire of enlightenment, a sense of unity or homogeneity among the people. It could lead to some kind of unity among the people. So the education should be such that

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it does not create a monolith of nationalism or of antagonism to colonialism. Therefore, in education such elements as linguism, regionalism, communalism, religion, etc. should be introduced so that Colonialism not only exists but flourishes in India. People should be kept disunited in colonial interests.

8. Christian Missions should be provided maximum encouragement. That would not merely bring down the cost of colonial education but would provide a lot of respectability to colonialism in England and other parts of the world. The Government should however demonstrate its total neutrality in such religious and denominational endeavours.
9. Sicks, orphans, outcasters, tribals, poor, starving, prostitutes, downtrodden, etc., could be the finest instruments of achieving colonial ends through education. Temptations like free medical treatment in educational institutions, hostels, free-tuition, free-books, free-copies of Bible, free-food, free-clothes, scholarships, stipends, etc. should be used to attract more and more needy people for achieving the colonial ends. Marriages of such people in the Churches could also serve as a temptation.

The British, therefore used education for policies or for obtaining partners in Empire, trade agents and Christian missionaries. They used education for condemning Indian religions and social order; they used education for Christianization. It was also used for creating more and more demand for British goods in India; for anglicization, for the propagation of British culture; for establishing without much success the superiority of colonial language English over Indian languages.

But for how long crores of people could be befooled or put under severe sword-pressure; how long could the people be tempted, kept in isolation from the rest of humanity and how long the people could be kept in chains.

The people started understanding the colonial game or design; they collected strength and courage and opposed such colonial devices. They opposed colonialism through prayers and petitions, through advocacy, and when these methods proved less effective, they even used bombs and bullets. Ultimately the British had to leave the country and India achieved its swarajya.

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J.S. COTTON

Progress of Education in India

The following Review has been written in accordance with instructions from the Government of India, conveyed through the Secretary of State. It is based upon Reports compiled by the Directors of Public Instruction in each of the several Provinces for 1896-97. In its general features, it closely follows the first Quinquennial Review of Mr. Nash for the period 1887-88 to 1891-92, as that followed Sir Alfred Croft's Review of 1886. Since it is therefore largely a continuation, no attempt has been made to render it complete in itself. For a full understanding of the educational system in each Province, and of the general extension of education throughout India in the past, it will always be necessary to refer to the Report of the Indian Education Commission (1883). Questions of organisation and method have only been touched upon so far as is necessary to explain recent changes. The main object has been to show the nature and extent of the progress made during the last five years, partly by an elaborate analysis of the statistics, and partly by copious extracts from the Provincial Reports. Figures and the opinions of experts are left to speak for themselves. Anything in the nature of criticism has, it is hoped, been scrupulously avoided.

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Period covered by the Review

The period covered by the Review is the five official years beginning on 1st April, 1892, and ending on 31st March, 1897. Special attention has been given to the last year of the period, which, unfortunately, happens to be a year marked by plague and famine. Wherever series of figures are available, a comparison has been made between the final years of the two quinquennial periods: that is to say, 1896-97 has been compared with 1891-92. In some cases the comparison has also been carried still further back, to 1886-87, in order to show continuity of progress for a complete period of ten years.

Order of Subjects

With a view to facilitate reference, the chapters are arranged in the same order as in Mr. Nash's Review, though it has not always been found possible to preserve the same order of paragraphs. Mr. Nash's tables have in no case been omitted; but many new tables have been added, and special attention has been paid to percentages and averages, by which alone can figures be made to yield their true significance. In the Table of Contents will be found references to the paragraphs of Mr. Nash's Review which correspond to those in the present volume.

Area covered by the Review

The area covered by the Review is that under the several Departments of Public Instruction, which is not co-extensive with the total area of British India. On the one hand, it excludes certain minor British administrations, such as Ajmere, Bangalore, and the Andaman Islands, which have no special Departments. On the other hand, it includes the Native States in Bombay and the Central Provinces, but not those in other Provinces, with a trifling exception for Assam and Madras. The Tributary Mahals of Orissa and the Hill chiefships of Assam do not rank as Native States. Berar also is included, as being under British administration. The larger Natives States are all omitted, though some of these (such as Baroda, Mysore, and Travancore) vie in educational efficiency with any British Province. They are, however, represented in the University examinations, and to some extent at the colleges. It is interesting to remember that Aden forms an integral part

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of the Province of Bombay. The total area covered by the Review is 1,074,268 square miles, with a total population of 232,490,022 souls. These figures show an increase in the five years, chiefly owing to the incorporation of the Sind State of Khairpur in Bombay.

Explanations and Definitions

It will be convenient to give in this place some previous explanation of the technical terms constantly recurring in the course of the Review.

The word "institution" is used to comprise both colleges and schools of all kinds; the word "pupil" to comprise those who attend either, while "student" is confined to those who attend colleges, and "scholar" is not used at all.

The first division of institutions is into Public and Private. Public institutions consist of all those which are recognised by the Department and which conform to Departmental standards, even though they may be entirely supported from private funds. All others are Private institutions. For these latter the statistics are admittedly incomplete, depending upon the voluntary activity of the inspecting staff; and returns for expenditure are neither asked for nor given. Private institutions are subdivided into those for advanced and those for elementary instruction; of the latter, some teach a vernacular language, others the Koran only by rote. The term "elementary" is not used in any other connexion.

Public institutions are first divided, according to the standard of instruction given, into—(1) Colleges; (2) Secondary schools; (3) Primary schools; and (4) Special schools. Colleges are those institutions where the instruction aims directly at a University degree. They are subdivided into (a) Arts colleges, of which the vast majority are English and a few Oriental; and (b) Professional colleges, for law, medicine, engineering, teaching, and agriculture, though some of these latter are more properly departments of Arts colleges. Secondary schools can only be defined as those institutions which are intermediate between colleges and Primary schools. Their upper limit is roughly fixed by the Matriculation standard of the Universities; their lower limit is quite indefinite. A further source of confusion arises from the fact that Secondary schools may have, and usually do have, Primary departments. They are subdivided into: (a) High and (b) Middle schools, the former being those that teach up to the Matriculation

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standard. Another sub-division is into: (a) English and (b) Vernacular, according as English or a Vernacular language is the medium of instruction. All High schools belong to the English class; but Middle schools are pretty equally divided between the two. Primary schools have no subdivisions, except into Upper and Lower, and need no definition. Of special schools, the most important and the most widely spread are those for the training of school masters and mistresses; others are for technical teaching, such as art, law, medicine, engineering, surveying, handicrafts, etc. Where the subject is the same as in Professional colleges, Special schools are distinguished by not teaching for a University degree.

Public institutions are again divided, according to system of control, into those under public and those under private management. But it must always be borne in mind that those under private management are not identical with Private institutions. Those under public management are subdivided into: (a) those managed by Government, *i.e.*, directly by the several Departments of Public Instruction; (b) those managed by District, or Local, and Municipal Boards; and (c) those maintained by Native States, which (for some purposes) are classed with those managed by Government. Public institutions under private management are subdivided into: (a) Aided, which receive grants of public funds either from the Government or from Boards; and (b) Unaided, which receive no public assistance whatever, and differs from Private institutions mainly in being recognised by the Department.

Pupils may be classified according to the institutions they attend. But a more important principle of division, according to stages of instruction, applies to all pupils in both Secondary and Primary schools. First comes: (1) the High stage, of which the upper limit is again definitely fixed by the Matriculation standard; then follow in succession, without any definable limits, (2) the Middle; (3) the Upper Primary; and (4) the Lower Primary stage. The last stage is further subdivided into: (a) those reading printed books, and (b) those not reading printed books. These stages are confessedly not uniform throughout the several Provinces, particularly as regards the lower stages. Still less do they conform to the nominal grade of schools, as may be learnt from the fact that in 1896-97 no less than 60 per cent of the total number of pupils in Secondary schools for boys were in one or other of the Primary stages.

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The figures for pupils, except when otherwise expressly mentioned, are always the "roll numbers," representing those in attendance on 31st March, or the close of the official year. In a few cases, account has been taken of the "attendance numbers," or average daily attendance, which may be assumed to be about one-fifth less than the "roll numbers" for each month.

With regard to finance, the first remark to be made is that all the figures given refer to expenditure and not to income. No separate returns are supplied for receipts. It may be assumed that the total expenditure in no case exceeded the total receipts; but if the receipts should happen to exceed the expenditure, the surplus must be accounted for under the heading which is responsible for the main charge. In other words, in an institution under private management, any surplus would go in reduction of expenditure under "other sources"; while in an institution under public management, it would diminish the public cost. An example may be found in the case of Law colleges, where the excess of fees over total expenditure is entered as a minus quantity under Provincial Revenues.

The first division of expenditure is into Direct and Indirect. Direct expenditure is that devoted to the maintenance of colleges and schools and the remuneration of their teaching staff. Indirect expenditure comprises not only that devoted to buildings, furniture, etc., and scholarships in colleges and schools, but also the cost of direction and inspection, and of the Universities.

Expenditure is classified, according to sources, into: (1) Provincial Revenues; (2) Local or District Funds; (3) Municipal Funds; (4) fees; and (5) "other sources." For some purposes, the first three of these headings are collectively styled Public Funds, and the last two Private Funds; but this is not an official description. Provincial Revenues properly consist of that portion of general taxation allotted to a Province which the Local Government devotes to education. In accordance with the system of decentralisation that now prevails in Indian finance, certain items of Imperial Revenue (or rather, shares in certain branches of revenue fixed for a term of years) are handed over to Provincial administrations to be expended at their discretion. Whatever is expended from this source ought to be included under Provincial Revenues, as representing contributions from general taxation. For the most part this is so; but in some few cases transfers are made from Provincial Revenues to Local Funds, so that the former

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heading then comprises only the amount which is directly spent on education by the Department. Local Funds, again, properly consist of that portion of local taxation which District or Local Boards devote to education. The system of local taxation varies greatly in the several Provinces. In some cases, there is a fixed cess, or rate, on agricultural lands for education; in others, a proportion of the general cess must be devoted to education; in others, tolls and similar levies take the place of a cess. But, in all cases alike, the expenditure of these Local Funds is largely at the discretion of the District Boards, who also have under their management such important matters as roads and bridges, sanitation, water-supply, etc., so that education sometimes suffers when other demands become pressing. Local Funds, whether swollen or not by transfers from Provincial Revenues, represent the amount spent on education by District Boards. Municipal Funds simply consist of that portion of municipal taxation which is devoted to education by the Municipalities. Fees need no explanation, except that they include payments for examination as well as for teaching. "Other sources" are as miscellaneous as their name: they comprise not only subscriptions from individuals, from Missionary bodies and Native associations, as well as income from permanent endowments, but payments for boarding charges, which form a growing item in the educational budget. Grants from the revenues of Native States, and even contributions to special objects from Imperial Revenues, are also included under this head. Strictly speaking, the expenditure on education in Native States should be kept separate, under its own headings for Native State Revenues, Local and Municipal Funds, fees, and other sources; but it has not always been found possible to preserve this distinction in the tables.

Expenditure is further classified according to heads of charge. This classification, however, is identical with that for Public institutions already given, except that it includes also the objects of Indirect expenditure.

The term "Province" has been used for convenience to include such minor administrations as Coorg and Berar. Upper and Lower Burma, which were separated in Mr. Nash's Review, now constitute a single Province; and Burma, though recently raised to the rank of a Lieutenant-Governorship, is still retained in its former place, between the Central Provinces and Assam. Berar has been so called throughout, instead of the official designation, "The Hyderabad Assigned

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Districts"; while the North-West Provinces and Oudh have sometimes been colloquially styled "the North-West." The old-fashioned term "Presidency" is never applied to Madras or Bombay, except in quotations.

The Effects of Famine and Plague

It is impossible to conclude the Preliminary Chapter without a reference to the calamities of famine and plague, which so seriously checked educational progress throughout India in 1896-97. No Province altogether escaped the effects of scarcity, though some suffered much less than others. The effects are shown in two ways, both by a diminution in the attendance of pupils and by a reduction in the funds available for the maintenance of schools. But the strength of the educational organisation and it hold upon the people is strikingly revealed by the fact that there was no actual decrease in 1896-97, as compared with 1895-96, either in the total number of pupils or in the total expenditure, but only a retardation of the rate of increase shown during the previous years of the quinquennium.

Where education is not compulsory, and schools mainly depend upon voluntary support, a very slight cause produces large changes in the statistics. A poor harvest, an unhealthy season, an inauspicious year for marriages, may each bring about results that seem disproportionate to their antecedents. In Bengal, it is always found that the attendance of pupils at Primary and elementary schools varies directly with the conditions of agriculture. In Coorg, a bad rice harvest, poor returns from coffee, and prevalence of fever, all conspired to depress education during 1896-97. On the other hand, the Director of Public Instruction in Berar believes that the prevailing scarcity positively tended to the encouragement of education. Private teachers, in order to obtain a livelihood, were induced to open schools at a lower rate of fees; while, as "no marriages took place after April," the people naturally paid more attention to the schooling of their children.

The effects of famine were felt with the greatest severity in the Central Provinces, which had suffered from scarcity and partial distress during the two preceding years. Here the attendance of pupils fell by 5 per cent, and the total number in 1896-97 is considerably smaller than it was three years before. The Director remarks that the falling off, while partly due to high prices, is also partly due to the fact that "a considerable number of boys turned their ability to read, write, and

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cypher to good account by getting employment as mates on relief works." In the district of Betul, it is reported that "pupils have almost ceased to attend several schools in the distressed tracts, and, though efforts were made to keep the schools open, the attendance is nominal." In Damoh, the Deputy Commissioner granted gratuitous relief to poor boys attending school, and recommended the district Council to sanction a subsistence allowance of Rs. 2 a month to "results-aided" schoolmasters. No other Province shows a decrease directly attributable to famine, though there are constant allusions in the Reports to arrested progress and reduced funds.

The plague, fortunately, was confined to Bombay; but there its effects on education were so disastrous as to vitiate all the returns from that Province for 1896-97, especially in the case of colleges and High schools. It is, however, satisfactory to learn that few students or pupils actually died of plague. In justice to Bombay, which has always prided itself upon its educational pre-eminence, it is right to quote here the comments of the Director:

> "The blow has fallen most heavily upon the Central Division of the Presidency, where the plague emptied the schools in Bombay [city] and Poona, where famine struck with great severity the districts of Ahmednagar, Sholapur, Poona, and Satara, and where no District escaped unharmed. This Division alone shows a loss of over 30,000 pupils in all classes of Public institutions, and of over 10,000 in Private institutions, and returns a decrease in attendance from 197,459 to 156,312. The province of Sind has also suffered severely, and returns a loss of over 10,000 pupils in Public institutions. There was no famine in Sind; but the city of Karachi suffered terribly from the plague, and for months schools were closed there, and in other large towns of the province. With High schools turned into hospitals and teachers into plague inspectors, there was little scope for education. The three remaining Divisions of the Presidency suffered less. But the Northern Division and Kathiawar were threatened with plague, which indeed greatly affected the Thana and Surat Districts; and in the Southern Division famine and high prices prevailed, yet the returns of the Division show an increase, and testify to the vitality and strength of the educational system."

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Explanation of Maps

Maps are inserted in chapter II, V, VI, and IX, showing the state of education in every Division of each Province for the two quinquennial years, 1891-92 and 1896-97. The statistics graphically represented in the maps are also given for the Provinces in tabular form, and explained in paragraphs.

These maps have been prepared in the office of the Surveyor-General of India, upon the basis of statistics supplied by the several Provincial Governments. They are arranged in pairs, so as to indicate, by six varying shades of colour, the comparative condition of education in the two years, 1891-92 and 1896-97. An explanation of the colours is marked on each of the maps. The Blue map (facing p. 12) shows the percentage of pupils in all institutions (Public and Private) to the population of school-going age, estimated at 15 per cent, of the total population; the Red map (facing p. 128) shows the percentage of boys in the Secondary stage of instruction, and the Brown map (facing p. 180) the percentage of boys in the Primary state of instruction, to the male population of school-going age; the Green map (facing p. 284) shows the percentage of girls under instruction in Public institutions only to the female population of school-going age. The units not the Province (as in the maps accompanying Mr. Nash's Review), but a group of Districts within the Province, co-extensive with an administrative Division, or (in some cases) with an educational Circle. The figures for the three Presidency towns (Calcutta, Bombay, and Madras) are given separately on each map. Native States generally, for which no statistics are available, are of course left uncoloured. The General Tables, prepared by the Government of India, are reprinted in the Appendix.

General Summary

General Statistics of Institutions and Pupils

The following Table 1, compiled from General Table 3, gives the statistics of all colleges and schools in India for each of the six years, 1891-92 to 1896-97.

Comparing the last of these years with the first, it will be seen that the total number of institutions has increased by 10,232, or 7 per cent, and the total number of pupils by 500,049, or 13 per cent. During the previous quinquennium the increase in institutions was 14,677, or

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TABLE 1

General Statistics of Institutions and Pupils, 1891-92 to 1896-97

Class of Institution		1891-92		1892-93		1893-94		1894-95	
		Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils
1		2	3	4	5	6	7	8	9
Public Institutions									
Arts Colleges	Males	102	12,940	105	13,337	110	14,299	111	14,363
	Females	2	45	3	50	4	61	4	59
Professional Colleges	Males	37	3,261	39	3,283	40	3,777	38	4,022
	Females	—	31	—	61	—	47	—	40
Secondary Schools	Males	4,438	438,052	4,553	453,019	4,642	469,664	4,685	487,434
	Females	434	35,242	409	35,242	424	37,994	414	37,869
Primary Schools	Males	91,881	2,566,805	91,025	2,605,680	91,730	2,654,414	93,712	2,742,278
	Females	5,228	270,802	5,384	285,144	5,595	293,116	5,846	304,503
Training Schools	Males	115	4,327	116	4,285	121	4,296	119	4,145
	Females	37	819	41	1,134	38	983	40	996
Other Special Schools	Males	392	16,125	455	16,948	453	17,613	372	17,185
	Females	10	461	15	733	15	750	18	1,043
Total Public Institutions		102,676	3,348,910	102,145	3,418,916	103,172	3,497,014	105,359	3,613,937

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Private Institutions									
Advanced	Males	5,559	68,696	5,443	63,617	5,730	67,005	5,609	66,128
	Females	—	355	—	647	—	744	—	1,020
Elementary	Males	82,516	407,572	35,639	442,323	36,945	460,221	37,194	463,615
	Females	1,042	31,288	1,472	40,764	1,450	41,248	1,334	45,070
Total Private Institutions		39,117	507,911	42,554	547,351	44,125	569,221	44,137	575,833
Grand Total		141,793	3,856,821	144,699	3,966,267	147,297	4,066,235	149,496	4,189,770
Percentage of Increase or Decrease, compared with preceding year.		+3	+5	+2	+3	+2	+3	+1	+3

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TABLE 1 (*Continued*)

Class of Institution		1895-96		1896-97		Percentage of Increase or Decrease 1896-97 compared with 1891-92	
		Institutions	Pupils	Institutions	Pupils	Institutions	Pupils
1		10	11	12	13	14	15
Public Institutions.							
Arts Colleges	Males	115	14,633	115	14,333	+13	+11
	Females	4	72	5	87	+150	+93
Professional Colleges	Males	39	4,711	40	4,320	+8	+32
	Females	—	38	—	43	—	+39
Secondary Schools	Males	4,746	493,226	4,827	495,132	+9	+13
	Females	432	40,255	440	40,023	+1	+17
Primary Schools	Males	96,010	2,821,043	97,881	2,892,264	+7	+13
	Females	6,026	311,653	6,039	317,561	+15	+17
Training Schools	Males	131	4,086	139	4,497	+21	+4
	Females	41	960	45	1,170	+22	+43
Other Special Schools	Males	345	18,939	334	17,830	−15	−11
	Females	20	1,068	21	1,122	+110	+143
Total Public Institutions		107,909	3,710,684	109,886	3,788,886	+7	+13

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Private Institutions							
Advanced	Males	5,741	68,401	5,179	64,391	7	-6
	Females	2	1,030	1	991	—	+179
Elementary	Males	38,068	480,906	35,501	461,945	+9	+13
	Females	1,121	42,088	1,458	41,161	+40	+31
Total Private Institutions		44,932	592,425	42,139	568,488	+8	+12
Grand Total		152,841	4,303,109	152,025	4,356,870	+7	+13
Percentage of Increase or Decrease, compared with preceding year.		+2	+3	−1	+1	—	—

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11 per cent, and the increase in pupils was 513,277, or 15 per cent. There has been therefore, some decline in the rate of advance in both institutions and pupils; but the decline is less in the case of pupils than of institutions, showing that each institution has a slightly larger average strength. If we were to go back five years further, to 1881-82, we should find the rate of decline in the advance still more conspicuous, but also a further improvement in average strength. Here, as throughout, the chief characteristic of the last quinquennium has been consolidation rather than expansion.

The rate of progress has not been constant during the whole period, a marked change being shown in the last year, as a direct result of famine and plague. In each of the first four years there was a uniform increase of about 2 per cent in institutions, and 3 per cent, in pupils; but in the last year of all this was changed to an actual decrease of 1 per cent, in institutions, while the rate of increase in pupils fell from 3 to 1 per cent. In other words, if it had not been for famine and plague, the higher rate of progress shown in the preceding quinquennium would probably have been maintained.

So far, we have been dealing with all institutions, Private as well as Public. The real truth, however, is best shown by eliminating Private institutions, for which the returns are of doubtful value. In Public institutions alone, the increase in number has been 7,210, or 7 per cent, while the pupils have increased by 439,492, or 13 per cent. During the preceding quinquennium, the corresponding figures were—an increase in institutions of 8,388, or 9 per cent, and in pupils of 378,051, or 13 per cent. Here, again, the improvement in average strength is manifest. It is also noticeable that the rate of advance was maintained even during the famine year in the case of Primary schools.

Still confining ourselves to Public institutions, the progress will be found to extend to each of the classes into which they are divided, with a single insignificant exception. It is convenient to combine the statistics of institutions for males and females, as many girls attend boys' schools, and the whole subject of female education will be treated in a separate chapter. Arts colleges have increased in number by 16, and in pupils by 1,435. Professional colleges have increased in number by three, and in pupils by 1,071. Taking both classes of colleges together, the rate of increase has been 13 per cent in institutions, and 15 per cent in pupils, compared with increases of 24 per cent and 50 per cent during the preceding quinquennium. Secondary schools have

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increased by 395, or 8 per cent, in number, and by 72,051, or 13 per cent, in pupils, the rate of increase in both cases being exactly the same as in the former period. Primary schools have increased by 6,811, or 7 per cent, in number, and by 372,218, or 13 per cent, in pupils, against corresponding increases of 9 per cent and 13 per cent. Training schools for masters have increased in number by 24, and in pupils by 170; Training schools for mistresses in number by eight, and in pupils by 351. Other Special schools show an exceptional decease of 47 in number, but an increase of 2,366 in pupils. Combining Training with other Special schools, there is a decrease of 3 per cent in number, but an increase of 13 per cent in pupils, compared with increases of 18 per cent and 33 per cent during the preceding period.

The increase is not distributed evenly through the different Provinces. If we include Private institutions, there is actually no increase whatever in Bengal in number of institutions, though pupils have increased by 6 per cent, thus emphasising the improvement in average strength. The increase is highest in Burma, as might be expected from the recent pacification of the upper portion of that Province. The rate of increase there is 32 per cent in institutions, and 30 per cent in pupils; in the preceding period the corresponding figures were 109 and 70 per cent. After Burma follow the Central Provinces (increase in pupils, 27 per cent), the North-West Provinces (25 per cent), and Assam (24 per cent). At the other end of the scale come the Punjab and Coorg, each with an increase of only 2 per cent, but it will presently be shown that this calculation does injustice to the Punjab. The effect of the plague in Bombay is shown by a decline in the rate of increase to 6 per cent from 16 per cent in the preceding period. The exclusion of Private institutions would not make much difference, except in the cases of the Punjab and Burma, where it operates in contrary directions. In the Punjab Private institutions are being steadily brought within the Departmental system. Consequently the number of pupils in Public institutions has increased by 31 per cent, being the largest increase for any Province of India. In Burma, on the other hand, many Primary schools have fallen from the status of Public institutions, with the result that the number of these has actually decreased by 15 per cent, while the pupils have increased by only 4 per cent, being the lowest rate for any Province except Coorg.

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Proportion of Schools to Villages, etc.

The two following Tables 2 and 3, compiled from General Table 1, give the proportion of all institutions (Public and Private) for both males and females to every hundred towns and villages: first, (Table 2) for all India for each of the six years 1891-92 to 1896-97, and then (Table 3) according to Provinces for 1896-97. The first table shows a steady rate of improvement until the check caused by famine and plague in the last year. But if we exclude towns, it appears that more than three villages out of four throughout all India are still without any school. The variations between the several Provinces are remarkable. Burma, when an indigenous system of instruction is almost universal among the Buddhist population, has an average of more than one school to every two villages, while Madras easily takes the second place. At the other end stand the Central Provinces, where indigenous schools do not exist, and the population is largely aboriginal and everywhere widely scattered. Here only one village out of every 17 possesses a school. The North-West Provinces, where the indigenous system has as yet received little encouragement, show only one school to every nine villages. In schools for girls, Bombay and the Punjab occupy the highest position, but the attendance of girls at boys schools is much more numerous in Burma and Madras.

TABLE 2

Percentage of Institutions to Towns and Villages, 1891-92 to 1896-97

Year	*Institutions for Males*	*Institutions for Females*	*Total Institutions*
1891-92	22.84	1.14	23.98
1892-93	23.95	1.28	25.23
1893-94	24.34	1.31	25.65
1894-95	24.70	1.33	26.03
1895-96	25.28	1.33	26.61
1896-97	25.08	1.39	26.47

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TABLE 3

Percentage of Institutions to Towns and Villages, according to Provinces, 1896-97

Province	*Institutions for Males*	*Institutions for Females*	*Total Institutions*
Madras	45.16	1.89	47.05
Bombay	29.14	2.66	31.80
Bengal	26.89	1.55	28.44
N.-W. P. and Oudh	11.35	.42	11.77
Punjab	21.92	2.43	24.35
Central Provinces	5.26	.37	5.63
Burma	53.80	1.19	54.99
Assam	19.01	1.56	20.57
Coorg	23.74	.40	24.14
Berar	22.51	.86	23.37
Average	25.08	1.39	26.47

Proportion of Pupils to Schools

The following Table 4 gives the average number of pupils in each class of Public institutions for the two years 1891-92 and 1896-97. If we go back still further, to 1886-87, the steady improvement in this respect becomes yet more marked. During this period of ten years the average strength has uniformly increased—in Colleges, from 101 to 117; in Secondary schools, from 95 to 102; in Primary schools, from 28 to 31; and in Special schools (including Training schools) , from 35 to 46. There are, as usual, considerable variations between the different Provinces. If we exclude Coorg, the Punjab stands first in the size of both Secondary and Special schools, and second in the size of its Colleges. The Colleges of Bengal are apparently the largest, though Bombay would have taken the first place had it not been for the effects of the plague. As it is, the Primary schools in Bombay are nearly twice as large as the average for the rest of India, which is reduced by the small size of those in Bengal.

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TABLE 4

Average Number of Pupils in each Public Institution, 1891-92 and 1896-97

Province	Colleges		Secondary Schools		Primary Schools		Special Schools	
	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97
Madras	111	103	89	120	29	30	43	44
Bombay	122	130	106	78	57	59	65	56
Bengal	131	148	86	89	23	25	28	42
N.-W. P. and Oudh	113	84	108	118	35	36	65	65
Punjab	85	141	171	177	49	43	108	120
Central Provinces	63	62	93	106	55	54	32	40
Burma	44	40	109	83	22	26	25	28
Assam	—	27	91	85	28	28	25	18
Coorg	—	—	167	323	56	53	10	10
Berar	—	—	178	143	36	38	59	27
Average	115	117	97	102	29	31	39	46

Proportion of Pupils to Population: Explanation of Maps

Table 5 gives the number of pupils, male and female, in all institutions for each of the three quinquennial years (1886-87, 1891-92, and 1896-97), together with the proportion of those numbers to the estimated population, male and female, of school-going age, which is assumed to be 15 per cent of the total population. This estimate of 15 per cent is an arbitrary one, which was criticised by Sir Alfred Croft, but supported by Mr. Nash, and also approved by the Director of Public Instruction in Madras. It is, no doubt, incorrect for certain classes of the people, such as Europeans and Eurasians generally, Parsis in Bombay, and Brahmos in Bengal, who keep their children at school until they are adult; but it is probably a fair approximation to the truth in the case of the vast majority of the agricultural population. At any rate, it supplies a conventional standard for calculating the comparative changes in different years and in different Provinces.

For the first year, the population has been taken from the returns of the Census of 1881; for the two latter years, from the Census of 1891. In consequence, the calculations for both the earliest and the latest year are incorrect, in so far as no allowance has been made for

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TABLE 5

Proportion of Pupils to Estimated Population of School-going Age, 1886-87, 1891-92, and 1896-97

Province	*1886-87*						*1891-92*					
	Pupils			*Percentage*			*Pupils*			*Percentage*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*	*Male*	*Female*	*Total*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
Madras	423,805	65,137	488,942	18.5	2.8	10.6	595,514	98,471	693,985	22.5	3.6	12.9
Bombay	489,095	52,941	542,036	27.3	3.1	15.5	561,409	73,029	634,438	27.0	3.7	15.8
Bengal	1,278,810	83,292	1,362,102	25.1	1.6	13.3	1,434,823	97,142	1,531,965	26.3	1.8	14.0
N.-W. P. and Oudh	316,339	13,242	329,581	9.2	.4	5.0	269,757	12,813	282,570	7.4	.4	4.0
Punjab	255,274	25,885	281,159	16.7	2.1	9.9	239,868	20,359	260,227	14.2	1.4	8.3
Central Provinces	101,310	5,691	107,001	11.6	.7	6.2	109,399	8,084	117,483	11.3	.8	6.0
Burma	102,536	12,926	115,462	34.3	4.9	20.6	175,002	21,026	196,028	30.1	3.7	17.3
Assam	64,504	5,226	69,730	17.2	1.5	9.5	78,379	5,259	83,638	18.7	1.3	10.3
Coorg	3,346	524	3,870	22.2	4.5	14.4	4,212	792	5,004	29.3	6.8	19.3
Berar	42,238	1,423	43,661	20.4	.7	10.9	49,415	2,068	51,483	22.0	1.0	11.8
Total	3,077,257	266,287	3,343,544	19.3	1.7	10.7	3,517,778	339,043	3,856,821	19.8	2.0	11.1

TABLE 5 (*Continued*)

Province	1896-97					
	Pupils			Percentage		
	Male	Female	Total	Male	Female	Total
1	14	15	16	17	18	19
Madras	706,106	116,747	822,853	26.7	4.3	15.4
Bombay	590,542	82,163	672,705	28.3	4.2	16.6
Bengal	1,561.008	113,767	1,674,775	28.5	2.0	15.2
N.-W. P. and Oudh	337,511	15,461	352,972	9.3	.5	5.0
Punjab	244,680	21,242	265,922	14.5	1.5	8.5
Central Provinces	138,710	10,797	149,507	14.2	1.1	7.7
Burma	226,072	29,065	255,137	38.8	5.2	22.3
Assam	95,148	8,393	103,541	22.7	2.1	12.7
Coorg	4,314	801	5,115	30.0	7.0	19.7
Berar	30,621	3,722	54,343	22.6	1.8	12.5
Total	3,954,712	402,158	4,356,870	22.3	2.3	12.5

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the increase of population that presumably took place in each case during the six years that elapsed since the previous Census. This error, however, will not materially affect the differences between the several Provinces; and it has been disregarded in the preparation of the accompanying maps, which give a graphic representation of the figures for all pupils, according to Divisions of Provinces, in the two years, 1891-92 and 1896-97. For further accuracy, the following Table 6 has been compiled, giving the percentage of total pupils to total population of school-going age, on the assumption that the rate of increase between the Censuses of 1881 and 1891 was uniformly maintained down to 1897:

TABLE 6

Proportion of Total Pupils to Population of School-going Age, allowing for Increase of Population, 1886-87, 1891-92 and 1896-97

Province	*1886-87*	*1891-92*	*1896-97*
Madras	9.9	12.9	14.2
Bombay	14.2	15.8	15.6
Bengal	12.9	14.0	14.7
N.-W. P. and Oudh	4.7	4.0	4.7
Punjab	9.4	8.3	8.1
Central Provinces	5.7	6.0	7.3
Burma	18.0	17.3	20.3
Assam	9.0	10.3	11.5
Coorg	14.6	19.3	19.9
Berar	10.4	11.8	12.0
Total	10.0	11.1	11.7

Taking the uncorrected figures as shown in the maps, the proportion of boys at school has increased during the whole period of ten years from 19.3 to 22.3 per cent of those of school-going age; the proportion of girls, from 1.7 to 2.3; and the proportion of all children from 10.7 to 12.5. Here, again, the variations between the different Provinces are remarkable. Burma stands easily first, with more than one child out of every five at school. At the other end of the scale are

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the North-West Provinces, with only one child at school out of 20. The rate of progress, for both boys and girls, has been most rapid in Madras. In the Punjab there appears a positive decline; but this is to be explained by the incorporation of Private institutions in the Departmental system. Bombay would show much better had it not been for the plague (the corresponding figures for 1895-96 were 29.6, 4.4, and 17.4). Bengal, Assam, and Berar each exhibit steady improvement. Taking girls only, Coorg holds the first place, with one out of every 14 at school; then follows Burma, with one out of 20; and Madras and Bombay, each with about one out of 23. The North-West Provinces again bring up the rear, with only one girl at school out of 200, while the Central Provinces have one out of 100, and the Punjab has one out of 66. The most rapid rate of progress is again shown by Madras; the decline in the Punjab is only apparent; Bombay would not have been passed by Madras had it not been for the plague; Bengal, Assam, and Berar exhibit their usual steady improvement.

Schools according to Class of Institution

The following Table 7 gives the number of institutions and pupils for the two years 1891-92 and 1896-97, distributed according to Provinces, and also classified under the chief classes of institutions. The totals for each Province have already been briefly analysed, and the classes of institutions will subsequently be dealt with in detail in the chapters specially devoted to them.

The following Table 8 gives the percentages of increase or decrease in each class of Public institution during the two quinquennial periods, according to Provinces. Here, again, no further remarks are necessary in the place.

Pupils according to Stage of Instruction

The following Table 9, compiled from General Tables 3 and 5, gives the number of pupils, male and female, in Public institutions, classified according to stage of instruction, for each of the six years, 1891-92 to 1896-97, together with the corresponding percentages. The totals differ from those already given for pupils in Public institutions, by reason of the omission of Professional colleges and Special schools. Students in Professional colleges are not necessarily in the Collegiate stage: some of them may never have matriculated, while some may be already reckoned in Arts colleges. The pupils in Special schools are not

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TABLE 7

Institutions and Pupils according to Class of Institution, 1891-92 and 1896-97

Province	Public Institutions								Private Institutions		Total		Percentage of Increase of Decrease 1891-92 compared with	
	Colleges		Secondary Schools		Primary Schools		Special Schools							
	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	1886-87 Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1891-92														
Madras	40	4,450	813	72,402	18,855	548,712	93	3,948	3,403	64,473	23,204	693,985	+39	+42
Bombay	15	1,827	410	43,420	9,031	518,284	47	3,075	2,771	67,832	12,274	634,438	+12	+17
Bengal	48	6,287	2,369	202,684	51,269	1,175,962	270	7,438	13,868	139,594	67,824	1,531,965	+18	+12
N.-W. P. and Oudh	23	2,592	494	53,857	4,499	156,816	62	4,028	5,784	65,192	10,862	282,570	–16	–14
Punjab	9	763	287	50,587	2,046	99,078	12	1,294	7,054	108,590	9,408	260,227	–50	–7
Central Provinces	5	314	257	23,853	1,627	89,376	19	614	80	3,326	1,988	117,483	+5	+10
Burma	1	44	101	10,999	6,058	131,827	23	572	5,824	52,586	12,007	196,028	+109	+70
Assam	—	—	112	10,353	2,365	66,913	25	635	298	5,737	2,800	83,638	+22	+20
Coorg	—	—	3	500	73	4,057	1	10	27	437	104	5,004	+11	+30
Berar	—	—	26	4,639	1,286	46,532	2	118	8	144	1,322	51,483	+33	+18
Total	141	16,277	4,872	473,294	97,109	2,837,607	554	21,735	39,117	507,911	141,793	3,856,821	+12	+15

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TABLE 7 (*Contd.*)

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*
1896-97													1896-97 compared with 1891-92	
Madras	43	4,423	748	90,610	20,792	617,886	122	5,386	5,167	104,548	26,872	822,853	+11	+19
Bombay	14	1,824	466	36,164	9,572	561,160	50	2,778	2,832	70,779	12,934	672,705	+5	+6
Bengal	56	8,273	2,532	224,094	52,854	1,307,867	198	8,359	12,207	126,182	67,847	1,674,775	0	+9
N.-W. P. and Oudh	29	2,435	500	59,172	6,292	216,273	55	3,581	5,630	71,511	12,506	352,972	+15	+25
Punjab	10	1,409	346	61,128	2,770	119,046	18	2,155	5,363	82,184	8,507	265,922	−10	+2
Central Provinces	5	312	248	26,216	2,262	122,616	9	363	—	—	2,524	149,507	+27	+27
Burma	2	80	260	21,509	4,932	126,586	41	1,135	10,585	105,827	15,820	255,137	+32	+30
Assam	1	27	137	11,623	3,046	84,267	41	743	309	6,881	3,534	103,541	+26	+24
Coorg	—	—	2	647	76	4,039	1	10	41	419	120	5,115	+15	+2
Berar	—	—	28	3,992	1,324	50,085	4	109	5	157	1,361	54,343	+3	+6
Total	160	18,783	5,267	535,155	103,920	3,209,825	539	24,619	42,139	568,488	152,025	4,356,870	+7	+13

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TABLE 8

Proportionate Rate of Progress in Public Institutions, 1886-87, 1891-92 and 1896-97

Province	Colleges				Secondary Schools				Primary Schools			
	Institutions		Pupils		Institutions		Pupils		Institutions		Pupils	
	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	+14	+7	+34	–1	+9	+9	+8	+25	+34	+10	+42	+13
Bombay	+13	–7	+12	0	+6	+14	+14	–17	+20	+6	+19	+8
Bengal	+23	+17	+36	+32	+6	+7	+10	+5	+1	+3	+5	+11
N.-W. P. and Oudh	+28	+13	+98	–6	–20	+1	–19	+10	–15	+40	–14	+38
Punjab	+80	+11	+50	+85	+17	+21	+13	+21	+6	+35	+14	+20
Central Provinces	+67	0	+214	–1	+262	–4	+466	+10	–9	+39	–13	+37
Burma	0	100	+214	+81	+32	+158	+29	+96	+22	–19	–27	–4
Assam	—	—	—	—	+1	+22	–2	+12	+24	+29	+24	+26
Coorg	—	—	—	—	0	–33	+13	+29	+3	+4	+31	0
Berar	—	—	—	—	0	+8	–1	+14	+37	+3	+21	+8
Total	+24	+13	+50	+15	+8	+8	+13	+13	+9	+7	+13	+13

TABLE 8 (*Continued*)

Province	Special Schools				Total			
	Institutions		Pupils		Institutions		Pupils	
	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92	1891-92 compared with 1891-92	1896-97 compared with 1891-92
1	14	15	16	17	18	19	20	21
Madras	+13+	+31	+31	+36	+33	+10	+37	+14
Bombay	–39	+6	+38	–10	+19	+6	+19	+6
Bengal	+50	–27	+38	+12	+2	+3	+6	+11
N.-W. P. and Oudh	+2	–11	+27	–11	–16	+35	–14	+29
Punjab	–37	+50	+21	+67	+7	+34	+11	+21
Central Provinces	+6	–53	+33	–41	+1	+32	+7	+31
Burma	+53	+78	+28	+98	+23	–15	+27	+4
Assam	+39	+64	+20	+17	+22	+29	+20	+24
Coorg	0	0	–23	0	+3	+3	+28	+3
Berar	+100	+100	+23	+8	+37	+3	+19	+5
Total	+18	-3	+33	+13	+9	+7	+13	+13

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TABLE 9

Male Pupils in Public Institutions According to Stage of Instruction, 1891-92 to 1896-97

Stage of Instruction	*Number*						*Percentage*					
	1891-92	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*
Collegiate	12,940	13,337	14,299	14,363	14,633	14,333	.43	.43	.46	.44	.44	.42
High	57,462	59,682	61,245	65,167	66,404	61,516	1.90	1.94	1.95	2.01	1.99	1.81
Middle	124,886	126,969	131,271	135,971	141,767	142,939	4.14	4.13	4.18	4.19	4.26	4.20
Upper Primary	343,734	353,787	368,790	380,677	391,669	402,486	11.39	11.52	11.75	11.74	11.77	11.83
Lower Primary (A)	1,819,849	1,844,828	1,902,090	1,998,472	2,066,706	2,156,157	60.31	60.06	60.61	61.60	62.08	63.39
Lower Primary (B)	658,758	673,198	660,698	649,464	647,686	624,298	21.83	21.92	21.05	20.02	19.46	18.35
Total	3,017,629*	3,071,801	3,138,393	3,244,114	3,328,865	3,401,729						

Female Pupils in Public Institutions According to Stage of Instruction, 1891-92 to 1896-97

Stage of Instruction	Number						Percentage					
	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97
Collegiate	45	50	61	59	72	87	.02	.02	.02	.02	.02	.03
High	926	1,072	1,229	1,314	1,348	1,190	.30	.33	.37	.38	.38	.33
Middle	6,105	6,275	6,589	7,029	7,239	7,178	1.99	1.96	1.99	2.05	2.05	2.01
Upper Primary	18,972	19,998	21,073	21,946	23,707	22,827	6.19	6.24	6.36	6.41	6.74	6.38
Lower Primary (A)	179,577	190,398	199,846	208,746	214,574	221,258	58.64	59.42	60.35	60.97	60.96	61.86
Lower Primary (B)	100,616	102,643	102,345	103,298	105,064	105,131	32.86	32.03	30.91	30.17	29.85	29.39
Total	306,241	320,436	331,143	342,392	352,004	357,671						

*Exclusive of 40 boys in the Central Provinces, not classified according to stage

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classified according to stage of instruction, nor are those in Private institutions.

Comparing the last of these years with the first, it will be seen that the actual numbers of male pupils show an increase in every stage except the very lowest, which comprises children not reading printed books. But the rate of increase has been greatest in the higher subdivision of the Lower Primary stage, which now contains 63.39 per cent of the total, instead of 60.31, the increase having mainly come from the stage below. In the Upper Primary stage the rate of increase is only from 11.39 to 11.83 per cent of the total, and in the Middle stage from 4.14 to 4.20 per cent; while in the two highest stages the actual increase in numbers turns into a relative decrease in percentage, due to the closing of colleges and Secondary schools in Bombay through the plague. The variations in the different years are not important; but it should be observed that the Collegiate stage attained its maximum in 1893-94, and the High stage in 1894-95.

The female pupils show a more uniform increase, which extends even to the numbers of those in the lowest stage. Here, too, the rate of increase is greatest in the Lower Primary (A), and next in the Upper Primary; while the percentage in Lower Primary (B) again shows a relative decrease. Girls in the Collegiate stage have increased both absolutely and relatively to the total. So also have those in the High and Middle stages, though the figures for both in 1896-97 show a decline as compared with the previous year.

The number of pupils in the several stages of instruction may now be considered from another point of view, in their proportion to the population of school-going age. This is done in the following Table 10, which gives the proportion for both boys and girls to every 10,000 of school-going age in the two years, 1891-92 and 1896-97, for all India. The figures for Professional colleges and Special schools, and also for Private institutions, have been added, in order to make up the grand total of all pupils under instruction. The large rate of increase in the Lower Primary (A) stage and the diminishing rate of increase in the Upper Primary, the Middle, the High, and the Collegiate is here very plainly marked.

Table 11 distributes the male pupils in the several stages of instruction, according to Provinces, for the year 1896-97, together with percentages and the corresponding totals for 1891-92.

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TABLE 10

Distribution of Pupils according to Stage of Instruction per 10,000 of School-going Age, 1891-92 and 1896-97

Stage of Instruction	*1891-92*			*1896-97*		
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*
Collegiate	7	—	4	8	—	4
High	32	1	17	35	1	18
Middle	70	4	38	81	4	43
Upper Primary	193	11	104	227	14	122
Lower Primary (A)	1,027	105	574	1,216	129	682
Lower Primary (B)	372	59	218	352	61	210
Total	1,701	180	955	1,919	209	1,079
Professional Colleges and Special Schools	—	—	7	—	—	8
Private Institutions	—	—	146	—	—	163
Grand Total	—	—	1,108	—	—	1,250

To subject this table to an elaborate analysis would be futile, for it is apparent that the so-called "stages of instruction" vary enormously in the several Provinces. This variation is less marked in the two upper stage, which are more or less fixed by the Universities—the Collegiate stage being entirely confined to those who have already matriculated, and the High stage mainly to those who are preparing for matriculation. In the former, it would seem that the North-West and the Punjab jointly occupy the first place, but this apparent pre-eminence is due rather to their small number of pupils in other stages than to their absolute number at college. Madras and Bengal both have a much larger proportion of college students as compared with their population, though the Punjab likewise stands high in this respect. It should also be remarked that the percentage for Bombay comes out at .3 for the average of the four previous years, instead of .2 for the calamitous plague year. In the High stage, Bombay and Madras rank first, though Bombay would be a long way ahead (with a percentage of 3.2 instead of 2.3) had the preceding year been taken. The Punjab again stands high, as also does Coorg. Misleading variations of standard begin with the Middle stage, in which it would appear that the Central Provinces

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TABLE 11

Male Pupils in Public Institutions According to Stage of Instruction, 1896-97

Province	Collegiate		High		Middle		Upper Primary		Lower Primary (A)		Lower Primary (B)		Total
	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	Number	Per-centage	
Madras	3,524	.6	13,190	2.2	31,513	5.2	43,553	7.2	459,181	75.8	54,505	9.0	605,466
Bombay	1,046	.2	11,969	2.3	17,973	3.4	163,099	30.9	197,815	37.5	135,640	25.7	527,542
Bengal	6,351	.5	27,829	1.9	46,328	3.2	78,954	5.5	941,383	65.7	332,118	23.2	1,432,963
N.-W. P. and Oudh	1,848	.7	2,461	.9	12,105	4.6	37,224	14.0	200,098	75.4	11,595	4.4	265,331
Punjab	1,171	.7	2,941	1.7	16,122	9.6	31,075	18.5	114,164	67.9	2,631	1.6	168,104
Central Provinces	291	.2	748	.5	8,213	6.0	19,194	13.9	56,564	40.9	53,339	38.5	138,349
Burma	75	.1	376	.3	3,283	2.7	10,485	8.6	107,805	88.3	—	—	122,024
Assam	37	0	1,242	1.4	2,348	2.7	4,115	4.7	67,246	76.7	12,691	14.5	87,669
Coorg	—	—	77	1.6	291	6.2	856	20.5	2,173	57.7	514	14.0	3,911
Berar	—	—	683	1.3	4,763	9.5	13,931	27.7	9,728	19.3	21,265	42.2	50,370
Total	14,333	.4	61,516	1.8	142,939	4.2	402,486	11.8	2,156,15	63.4	624,298	18.4	3,401,729
Total for 1891-92	12,940	.4	57,462	1.9	124,886	4.2	343,734	11.4	1,819,849	60.3	658,758	21.8	3,017,629*
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	+11		+7		+14		+17		+19		–5		+13

* Exclusive of 40 in the Central Provinces, not classified according to stage.

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have nearly double the proportion, and the Punjab more than treble the proportion, of Bengal. In the three Primary stages matters are still worse. The very lowest does not exist in Burma, hardly at all in the Punjab, and only to a trifling extent in the North-West Provinces. In the Upper Primary state Berar has a proportion fivefold that of Bengal, and Bombay a proportion fourfold that of Madras.

Whatever lesson lurks in these figures may be gathered from the following Table 12, which gives the percentages only of pupils (male and female) in the several stages of instruction, according to Provinces, for the two years, 1891-92 and 1896-97:

TABLE 12

Proportion of Pupils in Public Institutions in Stages of Instruction, 1891-92 and 1896-97

Province	*Collegiate*	*High*	*Middle*	*Upper Primary*	*Lower Primary (A)*	*Lower Primary (B)*
1891-92						
Madras	.6	1.4	4.0	5.8	73.2	15.0
Bombay	.2	2.8	3.7	26.3	37.7	29.3
Bengal	.4	1.9	3.4	5.5	59.5	29.3
N.-W. P. and Oudh	.9	1.2	5.7	17.0	72.1	3.1
Punjab	.4	1.4	8.0	17.0	70.7	2.5
Central Provinces	.2	.6	5.9	14.4	36.5	42.4
Burma	*	*	*	*	*	*
Assam	—	1.3	2.8	4.5	76.4	15.0
Coorg	—	1.0	4.1	10.9	69.4	14.3
Berar	—	.9	6.6	25.5	20.3	46.7
Average	.4	1.8	3.9	10.9	60.2	22.8
1896-97						
Madras	.5	1.9	4.9	6.9	76.0	9.8
Bombay	.2	2.0	3.2	28.8	37.2	28.6
Bengal	.4	1.8	3.1	5.3	65.1	24.3
N.-W. P. and Oudh	.5	.9	4.6	13.9	75.2	4.9
Punjab	.6	1.6	9.1	18.0	69.1	1.6
Central Provinces	.2	.5	5.7	13.4	40.5	39.7
Burma	.1	.3	2.6	8.5	88.5	—
Assam	.1	1.3	2.4	4.4	77.1	14.7
Coorg	—	1.6	6.2	20.5	57.8	13.9
Berar	—	1.3	8.9	26.3	18.8	44.7
Average	.4	1.7	4.0	11.3	63.2	19.4

* The separate figures are: for Lower Burma—Collegiate, .1; High, .2; Middle, 2.8; Upper Primary, 7.1; and Lower Primary (A), 89.8; and for Upper Burma—Middle, .2; Upper Primary, 1.1; and Lower Primary (A), 98.7.

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Assuming that the standards remained unchanged, the most notable features are—in the Middle stage, the increase in Coorg and Berar, and the decrease in the North-West Provinces; and in the Lower Primary (B) stage, the decrease in Madras and Bengal. If we go back yet further, to 1886-87, the percentage of pupils in Lower Primary (B) stage has decreased in Madras from 18.4 to 9.8 per cent, and in Bengal from 34.9 to 24.3 per cent, while in the Central Provinces it has actually increased, and in Berar has only fallen from 47.2 to 44.7 per cent. It would seem that in Berar nearly half the pupils cannot (or do not) read printed books.

Schools According to Management

Table 13, compiled from General Table 3, distributes all the schools and pupils in the several Provinces according to management, for the two years 1891-92 and 1896-97. The first principle of division is between schools under public and under private management, which is not the same as the distinction between Public and Private institutions. Schools under public management consist of: (1) those managed by Government (here including those maintained by Native States), and (2) those managed by District, or Local, and Municipal Boards. Schools under private management comprise not only (1) Private institutions proper, but also the remaining Public institutions, whether (2) Aided or (3) Unaided.

The total rate of increase during the five years is, of course, the same that has already been given: namely, 7 per cent for institutions and 13 per cent for pupils, as compared with corresponding increases of 11 and 15 per cent, during the preceding quinquennium. In each of the two periods every class of institution shared in the increase, though in varying proportions. During the earlier period the rate of increase was highest among Unaided and Private institutions; during the latter period it has been highest among Aided institutions. In schools maintained by Boards the pupils have increased at precisely the same rate during both periods.

In the case of Government schools, the rate of increase apparently comes out at 5 per cent in institutions and 10 per cent in pupils. But these figures are misleading owing to the inclusion of schools in Native States. As a matter of fact, Government schools proper have actually decreased by 18 per cent in number, and by 13 per cent in attendance; while schools in Native States have increased by no less than 21 per

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TABLE 13

Institutions Classified According to Management, 1891-92 and 1896-97

Province	Under Public Management				Under Private Management						Total	
	Government and Native States		Board		Aided		Unaided		Private			
	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils
1891-92												
Madras	371	19,756	3,101	130,479	10,359	347,520	5,970	131,757	3,403	64,473	23,204	593,985
Bombay	2,183	138,045	5,032	315,864	2,147	101,864	139	10,833	2,771	67,832	12,274	634,438
Bengal	315	24,195	202	13,089	43,455	1,130,614	9,984	224,473	13,868	139,594	67,824	1,531,065
N.-W. P. and Oudh	134	14,057	4,461	171,259	427	28,947	56	3,115	5,784	65,192	10,862	282,570
Punjab	22	3,426	2,045	125,398	244	18,775	43	4,038	7,054	108,590	9,408	260,227
Central Provinces	373	22,454	831	60,074	620	28,665	84	2,964	80	3,326	1,988	117,483
Burma	26	1,537	21	1,997	1,695	63,801	4,441	76,107	5,824	52,586	12,007	196,028
Assam	72	4,106	1,268	33,751	972	33,392	190	6,652	298	5,737	2,800	83,638
Coorg	64	3,720	7	620	6	227	—	—	27	437	104	5,004
Berar	85	7,599	566	30,528	553	11,821	110	1,391	8	144	1,322	51,483
Total	3,645	238,895	17,534	883,059	60,480	1,765,626	21,017	461,330	39,117	507,911	141,793	3,856,821

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1896-97													
Madras	415	24,049	3,261	154,393	11,410	394,742	6,619	145,121	5,167	104,548	26,872	822,853	
Bombay	2,524	163,192	4,934	337,529	2,525	96,666	119	4,539	2,832	70,779	12,934	672,705	
Bengal	252	25,044	200	13,097	41,172	1,202,292	14,016	308,160	12,207	126,182	67,847	1,674,775	
N.-W. P. and Oudh	132	13,123	4,892	199,388	1,784	64,447	68	4,503	5,630	71,511	12,506	352,972	
Punjab	23	3,524	2,105	123,584	846	43,222	170	13,408	5,363	82,184	8,507	265,922	
Central Provinces	319	18,693	971	73,009	1,124	53,455	110	4,350	—	—	2,524	149,507	
Burma	45	2,338	19	2,197	2,955	102,416	2,216	42,359	10,585	105,827	15,820	255,137	
Assam	78	4,500	1,327	32,013	1,571	51,757	249	8,390	309	6,881	3,534	103,541	
Coorg	67	4,241	8	290	4	165	—	—	41	419	120	5,115	
Berar	28	3,874	686	38,410	564	10,638	78	1,264	5	157	1,361	54,343	
Total	3,883	262,578	18,403	973,910	63,955	2,019,800	23,645	532,094	42,139	568,488	152,025	4,356,870	
Percentage of Increase or Decrease 1896-97 compared with 1891-92	+5	+10	+5	+13	+6	+14	+13	+15	+8	+12	+7	+13	
1891-92 compared with 1886-87	−2	+3	+10	+13	+5	+10	+23	+28	+19	+36	+11	+15	

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cent in number and 26 per cent, in attendance, being by far the largest increase for any class of institution. For the preceding quinquennium, Government schools and those in Native States, taken together, showed a decrease of 2 per cent in number and an increase of only 3 per cent in attendance. It is manifest, therefore, that Government is steadily continuing its policy of withdrawing from active management. The institutions which it still maintains belong to three classes: (1) A few Arts colleges and English Secondary schools, which are necessary in order to preserve a high standard of instruction; (2) Primary schools in backward tracts or for backward sections of the population; and (3) Special institutions, such as Medical colleges and Training schools.

For Board schools the rate of increase is 5 per cent in number and 13 per cent in attendance, as compared with 10 per cent and 13 per cent, during the preceding period. For aided schools the increase is 6 per cent in number and 14 per cent in attendance (compared with 5 and 10 per cent); for Unaided schools 13 per cent in number and 15 per cent in attendance (compared with 23 and 28 per cent); for Private institutions 8 per cent in number and 12 per cent in attendance (compared with 19 and 36 per cent). In every single case for both periods it will be observed that the rate of increase is higher for pupils than for institutions, showing that the advance of schools in strength has been universal and uniform.

The following Table 14 gives the percentage of total pupils in each class of institution according to management, for the several Provinces, in the two years 1891-92 and 1896-97.

In the average for all India the change between the two periods is slight, the only noteworthy features being the relative decline in Board schools and the growth of Aided and Unaided. But it is interesting to compare the figures for the different Provinces. Here, again, Government schools proper must first be distinguished from those maintained by Native States. The latter are found almost solely in Bombay and the Central Provinces. The proportion of pupils attending them has risen from 3.5 to 3.9 per cent of the total. For Government schools proper, the proportion has fallen from 2.7 to 2.1 per cent. In Coorg, the proportion rises as high as 82.9 per cent, and actually shows an increase on the preceding period. The high figures for Bombay and the Central Provinces are only nominal, being due to the inclusion of schools in Native States. As a matter of fact, Government schools proper are most numerous in Berar, Assam, and the North-West

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TABLE 14

Proportion of Pupils in Institutions According to Management, 1891-92 and 1896-97

Provinces	*Government of Native States*		*Board*		*Aided*		*Unaided*		*Private*	
	1891-92	*1896-97*	*1891-92*	*1896-97*	*1891-92*	*1896-97*	*1891-92*	*1896-97*	*1891-92*	*1896-97*
Madras	2.8	2.9	18.8	18.8	50.1	48.0	19.0	17.6	9.3	12.7
Bombay	21.8	24.2	49.8	50.2	16.0	14.4	1.7	.7	10.7	10.5
Bengal	1.6	1.5	.8	.8	73.8	71.8	14.7	18.4	9.1	7.5
N.-W. P. and Oudh	5.0	3.7	60.6	56.5	10.2	18.2	1.1	1.3	23.1	20.3
Punjab	1.3	1.3	48.2	46.5	7.2	16.3	1.6	5.0	41.7	30.9
Central Provinces	19.1	12.5	51.2	48.8	24.4	35.8	2.5	2.9	2.8	—
Burma	.8	.9	1.0	.9	32.6	40.1	38.8	16.6	26.8	41.5
Assam	4.9	4.4	40.4	30.9	39.9	50.0	8.0	8.1	6.8	6.6
Coorg	74.4	82.9	12.4	5.7	4.5	3.2	—	—	8.7	8.2
Berar	14.8	7.1	59.3	70.7	22.9	19.6	2.7	2.3	.3	.3
Average	6.2	6.0	22.9	22.4	45.8	46.4	11.9	12.2	13.2	13.0

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Provinces; but in each of these it will be observed that the proportion of pupils to the total has considerably declined. The slight increase in Madras is to be attributed to the opening of a few Primary and Training schools in backward tracts. Board and Aided schools may be treated together, out of regard to their correlative position in the several Provinces. Bengal and Burma have less than one out of every hundred of their pupils in Board schools, and both show little change in this respect during ten years. The comparatively low proportion of about one-fifth in Madras has remained absolutely unchanged. On the other hand, Bombay, the North-West Provinces, the Punjab, and the Central Provinces each have about one-half of their pupils in Board schools. Bombay shows an actual increase in this proportion, though in the other three cases there is a notable growth in the number of pupils in Aided schools. In Assam, also, Aided schools have grown by 10 per cent, at the expense of Board schools. Unaided schools do not exist at all in Coorg, and are very poorly represented in Bombay, the North-West and Central Provinces, and Berar. In fact, they are found only where Aided schools are numerous, and may be described as being either adventure schools started in the hope of ultimately obtaining a grant, or Aided schools that have been degraded. The changes that have taken place in their number correspond to the changes in the bordering classes of Aided and Private schools. For example, in Burma the heavy loss under Unaided is to be explained by the gains under Aided and Private; while in Bengal the gain under Unaided is to be explained by the looses under Aided and Private. Similar considerations apply to the changes that have taken place in these three classes of schools in Madras and the Punjab. The Central Provinces no longer return any Private institutions, and their number in Berar is infinitesimal.

The following Table 15 the average number of pupils in each class of institution according to management, for the two years 1891-92 and 1896-97.

Comparing the later period with the earlier, there has been an increase in the average strength of every class of institution. But the most instructive feature of the table is the much larger size of every class of institution under public management, contrasted with those under private management. There can be no comparison in efficiency between a Government school containing 81 pupils and a Private school containing 14.

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TABLE 15

Average Number of Pupils in Institutions According to Management, 1891-92 and 1896-97

Management	*1891-92*	*1896-97*
Government	74	81
Native States	60	61
Board	53	50
Aided	29	32
Unaided	22	25
Private	13	14
Average	27	29

The following Tables 16 and 17 compiled from General Table 3, give the percentage of pupils in daily attendance in each class of Public institution according to management: first (Table 16), for India in each of the six years 1891-92 to 1896-97, and then (Table 17) for each Province in 1896-97. The percentage has been obtained by dividing the average daily attendance by the average number on the rolls monthly during the year. These materials are not supplied in the returns for Private institutions.

TABLE 16

Percentage of Pupils in Daily Attendance, According to Management of Institutions, 1891-92 to 1896-97

Year	*Government*	*Board*	*Aided*	*Unaided*
1891-92	80	77	81	86
1892-93	80	76	81	85
1893-94	82	77	82	85
1894-95	82	76	82	84
1895-96	81	77	82	84
1896-97	81	78	81	85

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TABLE 17

Percentage of Pupils in Daily Attendance, According to Management of Institutions, 1896-97

Province	*Government*	*Board*	*Aided*	*Unaided*
Madras	80	85	81	86
Bombay	80	81	81	82
Bengal	82	73	82	83
N.-W. P. and Oudh	85	80	78	78
Punjab	87	85	85	83
Central Provinces	73	67	61	62
Burma	86	85	99	100
Assam	80	68	62	80
Coorg	80	70	84	—
Berar	83	71	81	80
Total	81	78	81	85

These tables must be accepted for what they may be worth. An increase in the percentage of daily attendance is commonly regarded as indicating improvement in school discipline; but it is difficult to believe that discipline is better in Unaided than in Government schools, in Aided than in Board. The low figures for the Central Provinces probably represent the difficulties of maintaining education throughout tracts everywhere backward during a season of famine.

Pupils According to Race or Creed

The following Table 18, compiled from General Table 3, gives the distribution of pupils according to race or creed, in Public and Private institutions, for the several Provinces, in the two years 1891-92 and 1896-97.

Taking Public institutions first, the total rate of increase during the five years is, of course, identical with that already given, namely, 13 per cent; and it is remarkable that the same rate of 13 per cent holds good for each of the three classes of Europeans, Hindus, and Muhammadans, while it was also the total rate of increase during the preceding quinquennium. In the case of both Europeans and Hindus, the former rate of increase was 12 per cent, but for Muhammadans it

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TABLE 18

Pupils Classified According to Race or Creed, 1891-92 and 1896-97

Province	Public Institutions						Private Institutions					
	Europeans and Eurasians	Native Christians	Hindus	Muhammadans	"Others"	Total	Europeans and Eurasians	Native Christians	Hindus	Muhammadans	"Others"	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1891-92												
Madras	7,061	50,210	513,306	67,417	1,518	629,512	—	630	46,830	16,974	39	64,473
Bombay	4,043	9,225	433,761	97,186	22,391	566,606	6	241	41,863	22,206	3,516	67,832
Bengal	6,921	10,898	991,091	355,207	28,254	1,392,371	—	70	45,109	93,640	775	139,594
N.-W. P. and Oudh	2,701	4,817	175,099	34,530	231	217,378	14	454	34,720	29,883	121	65,192
Punjab	2,076	1,067	89,181	58,988	325	151,637	55	971	33,946	72,505	1,113	108,590
Central Provinces	1,024	770	97,343	8,833	6,187	114,157	—	14	3,001	106	205	3,326
Burma	1,785	12,192	890	1,746	126,829	143,442	—	—	126	3,680	48,780	52,586
Assam	26	2,819	54,208	12,800	8,048	77,901	—	—	1,787	3,927	23	5,737
Coorg	21	134	4,199	174	39	4,567	—	11	411	15	—	437
Berar	62	83	43,862	7,275	57	51,339	—	—	—	144	—	144
Total	25,720	92,215	2,392,940	644,156	193,879	3,348,910	75	2,391	207,793	243,080	54,572	507,911

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TABLE 18 (*Contd.*)

1	2	3	4	5	6	7	8	9	10	11	12	13
1896-97												
Madras	7,806	61,244	574,411	71,275	3,569	718,305	—	2,432	72,428	29,649	39	104,548
Bombay	3,831	8,123	465,522	106,225	18,225	601,926	5	360	37,840	32,130	334	70,779
Bengal	7,818	14,279	1,093,876	397,554	35,066	1,548,593	—	60	45,359	79,465	1,298	126,182
N.-W. P. and Oudh	3,601	5,157	226,912	45,610	181	281,461	—	2,124	39,346	29,986	55	71,511
Punjab	2,424	1,701	106,588	72,101	924	183,734	181	179	24,948	56,436	440	82,184
Central Provinces	1,167	1,232	126,960	10,263	9,885	149,507	—	—	—	—	—	—
Burma	2,307	13,360	1,193	2,849	128,881	149,310	1	435	418	3,673	101,300	105,827
Assam	24	3,773	65,380	17,211	10,272	96,660	—	2	2,817	4,591	101	6,881
Coorg	3	112	4,401	150	30	4,696	—	—	416	3	—	419
Berar	45	58	46,582	7,367	134	54,186	—	63	—	94	—	157
Total	28,989	109,040	2,712,545	730,605	207,203	3,788,382	187	5,655	223,052	236,027	103,567	568,488
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	+13	+18	+13	+13	+7	+13	+149	+137	+7	–3	+90	+12
1891-92 compared with 1886-87	+12	+57	+12	+16	+3	+13	+51	+18	+29	+24	+283	+36

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was 16 per cent. For Native Christians, the rate of increase has fallen from 57 to 18 per cent; for "others" it has risen from 3 to 7 per cent. More than one half of the Native Christians are to be found in Madras, while the numbers in Bengal now exceed those in Burma. The drop in Bombay is due to the closing of schools in Bombay city owing to the plague. The heading "others" is a very miscellaneous one. It comprises Buddhists, who form the great bulk of the population in Burma; aboriginal tribes, who are most strongly represented in Bengal, Burma, Assam, and the Central Provinces; and such highly educated classes as the Parsis and Jews of Bombay, and the Brahmos of Bengal. The Sikhs of the Punjab are included among Hindus.

Under Private institutions, the total rate of increase during the last five years has been 12 per cent, as compared with 36 per cent in the preceding quinquennium. But this increase is very unevenly distributed; among Muhammadans there is an actual decrease of 3 per cent (compared with a former increase of 24 per cent), owing to a transfer from Private to Public institutions in Bengal and the Punjab. Among Hindus, the rate of increase has fallen from 29 to 7 per cent, through the same reason. On the other hand, Native Christians have increased by 137 per cent (compared with 18 per cent), mainly in Madras and Bengal, while "others" have increased by 90 per cent (compared with 283 per cent), entirely in Burma.

The following Table 19 gives the proportion of pupils in the several classes of Public institutions according to race or creed, for 1896-97, together with the corresponding percentages in the total population:

TABLE 19

Percentage of Pupils in Public Institutions According to Race or Creed, 1896-97

Race or Creed	*In Total Population*	*In Arts Colleges*	*In Professional Colleges*	*In Secondary Schools*	*In Primary Schools*	*In Special Schools*
Europeans and Eurasians	.09	1.33	5.46	4.49	.11	4.51
Native Christians	.55	3.20	3.30	5.28	2.41	11.62
Hindus	71.29	85.39	81.16	72.29	71.55	53.93
Muhammadans	21.81	7.00	6.67	14.20	20.16	25.06
"Others"	6.26	3.08	3.41	3.74	5.77	4.88

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It will be observed that Hindus exceed their proportion in every class of institution, except in Special schools, and that they are particularly strong in colleges. Muhammadans, on the other hand, fall below in every class except Special schools—in colleges by as much as two thirds—though they very nearly reach their proportion in Primary schools. Europeans are strongest in Professional colleges, Special schools, and Secondary schools. Native Christians are everywhere far above their proportion, particularly in Special schools; while "others" are everywhere somewhat below. If the natural course of instruction be taken to extend from Primary schools through Secondary schools to Arts colleges, Hindus show the best standard, Muhammadans the worst, and Native Christians the most uniform.

Taking certain small sections of the population, the Brahmos of Bengal stand conspicuous. Out of a total of 780 Brahmo pupils in 1896-97, 65 were in Arts colleges and 574 in Secondary schools; of the latter, no less than 270 were girls. The figures for Bombay are sadly affected by the plague; but it may be stated that out of 7,725 Parsi pupils 410 were in colleges and 2,185 in Secondary schools, and out of 1,149 Jew pupils 19 were in colleges and 227 in Secondary schools.

The Madras Report stands alone in supplying detailed information about the castes and social position of pupils, some of which is sufficiently interesting to be repeated here. Hindus are subdivided into Brahmans, non-Brahman caste Hindus, and Panchamas (commonly known as Pariahs). The whole body of pupils are also classified (1) according to the pecuniary means of their parents, and (2) according to the occupation of their parents. Taking first the percentage of pupils to the estimated population of school-going age, Brahmans show an improvement in five years from 104 to 198 for boys, and from 17 to 21 for girls; while non-Brahman caste Hindus show an improvement from 21 to 24, and Panchamas from 4 to 8. The total number of Panchamas under instruction in 1896-97 was 40,801, of whom no less than 40,472 were in primary schools. Of Brahmans the total was 104,985, and of non-Brahman caste Hindus 501,040. The extent to which Brahmans monopolize the higher education may be learnt from the fact that out of every 16 Hindus in Arts colleges 15 are Brahmans; in the High stage, out of every 103 Hindus 94 are Brahmans; and in the Middle stage, out of every 197 Hindus 167 are Brahmans. Turning to the figures for the pecuniary means of parents, it would seem that in the last five years the richer classes have slightly retrograded, while the middle classes have

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advanced by 8 per cent, and the lower classes by no less than 20 per cent. The same result is brought out by the returns according to occupation of parents, which show that the children of coolies have increased from 105,367 to 166,896, or by 58 per cent, the children of artisans from 56,505 to 65,639, or 16 per cent, and the children of landholders from 307,803 to 354,522, or by 15 per cent. It is curious to learn that the total attendance of 3,524 male students at Arts colleges is thus constituted according to parentage: officials, 1,179; petty officials, 198; traders, 196; landholders, 1,652; artisans, 11; coolies, 7; mendicants, 31; and "others," 250. Another peculiarity of the Madras Report is that it records the number of pupils who are unprotected from small-pox, vaccination being required as a condition of aid in the case of all male pupils under the Code. During the last five years, the number of boys unprotected has fallen from 57,089 to 45,218, despite the fact that the total attendance has increased by 75,253.

Languages learnt by Pupils

The following Table 20, compiled from General Table 3, gives the languages learnt by pupils according to Provinces, in 1896-97, together with the percentages for pupils in Public institutions. As a pupil may be learning more than one language, the addition of the totals in this table exceeds the grand total before given.

As compared with five years ago, the number of pupils in Public institutions learning English has increased by 66,717, while the proportion to the total has risen from 10.9 to 11.4 per cent. A further analysis of the figures for the several Provinces is given on the following page. The number of pupils in Public institutions learning a classical languages has increased by 26,349, but the proportion to the total has fallen from 8.3 to 7.9 per cent. The increase is practically confined to Madras, where the percentage has risen from 1.9 to 4.8, and the Punjab, where the percentage has risen from 27.6 to 29.0. On the other hand, the percentage has fallen from 8.1 to 6.7 in Bengal, and from 9.1 to 6.2 in the North-West Provinces. Burma, where Pali is universally taught in the monastic schools, stands far at the top, with nearly one-half of all its pupils learning a classical language. The figures for those learning a vernacular language are not worth analysing in detail; but it may be pointed out that the excess over 100 per cent in Burma shows that some pupils learn more than one vernacular.

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TABLE 20

Languages learnt by Pupils, 1896-97

Province	Public Institutions						Private Institutions		
	English	Per cent	Classical Language	Per cent	Vernacular	Per Cent	English	Classical Language	Ver-nacular
Madras	141,361	19.7	34,754	4.8	704,145	98.0	264	28,273	79,586
Bombay	38,783	6.4	17,930	3.0	576,552	95.8	933	15,798	54,288
Bengal	158,034	10.2	101,082	6.7	1,485,810	95.9	575	93,819	35,192
N.-W. P. and Oudh	31,150	11.1	17,336	6.2	270,848	96.2	2,477	36,002	32,995
Punjab	30,751	16.9	53,326	29.0	178,597	97.2	279	53,192	27,701
Central Provinces	8,126	5.4	1,032	.7	147,323	98.5	—	—	—
Burma	12,736	8.5	69,990	46.6	154,423	103.0	262	34,721	98,144
Assam	7,626	7.9	3,601	3.7	94,143	97.4	341	6,426	406
Coorg	940	20.0	—	—	4,696	100.0	109	—	419
Berar	4,099	7.6	431	.8	53,825	99.3	—	46	111
Total	433,606	11.4	302,482	7.9	3,670,362	97.0	5,240	268,727	328,842

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The Madras Report gives full details of the several languages studied. The classical languages are: Latin (studied by 1,386 boys and 226 girls in Public institutions), Greek (29 boys and 150 girls), French (1 boy and 74 girls), Arabic (18,544 boys and 6,248 girls), Persian (535 boys and 64 girls), and Sanskrit (7,474 boys and 223 girls). It is added that the study of both Latin and Sanskrit has been steadily growing in popularity.

The following Table 21 gives the number of pupils learning English in both Public and Private institutions, according to Provinces, for 1891-92 and 1896-97, together with a calculation showing the number of school-going age of whom one was learning English.

TABLE 21

Proportion of Pupils learning English, 1891-92 and 1896-97

Province	*1891-82*		*1896-97*	
	Total learning English	*Number of School-going Age of whom one was learning English*	*Total learning English*	*Number of School-going Age of whom one was learning English*
Madras	100,350	53	141,625	38
Bombay	47,795	85	39,716	101
Bengal	137,558	79	158,609	69
N.-W. P. and Oudh	33,467	210	33,627	209
Punjab	22,645	138	31,030	101
Central Provinces	8,153	238	8,126	239
Burma	12,862	89	12,998	88
Assam	5,935	137	7,967	102
Coorg	638	41	1,049	25
Berar	2,599	167	4,099	106
Total	372,002	94	438,846	79

These figures bring out the actual facts much more decisively than the percentages in the previous table, which were based upon the total number of pupils. It there seemed as if the North-West Provinces had a larger proportion learning English than Bengal, whereas the truth

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is that only one child out of 209 in the North-West is learning English, as compared with one out of 69 in Bengal. To put the matter in another way, while the number of English-learning pupils in the North-West has remained stationary, the percentage has fallen from 14.4 to 11.1, owing to the growth of Vernacular schools.

Madras, of which Province Coorg is educationally a satellite, stands conspicuously first both in percentage and in rate of increase. During the five years, boys learning English have increased by 40 per cent, and girls learning English by 48 per cent. English has long been an optional language, even in Primary schools, and since 1892 it has been made a subject of instruction from the first standard upward, instead of from the third. The decrease in Bombay is entirely due to the plague, which reduced the English-learning pupils at one stroke from 54,752 to 39,716. In both the North-West and Central Provinces, and also in Burma, the figures are practically unchanged, but the Punjab exhibits a notable advance of 37 per cent. Bengal, Assam, and Berar each show satisfactory progress: indeed, the two latter have almost reached the standard of Bombay in a depressed year.

General Statistics of Expenditure

The following Table 22, compiled from General Table 4, gives the total expenditure on education, classified according to sources, for each of the six years, 1891-92 to 1896-97, together with percentages of increase and decrease.

Comparing the last of these years with the first, it will be seen that the total expenditure has increased by Rs. 47,25,268, or 15 per cent. During the preceding quinquennium, the increase was Rs. 52,77,218, or 21 per cent. These figures apply only to Public institutions, in which the increase of pupils was at the rate of 13 per cent during each of the two periods. It is evident, therefore, that education is tending to become more expensive, as must inevitably be the case as it becomes more efficient. As a matter of fact, the average cost of each pupils has risen from two annas one pie in 1891-92 to two annas five pies in 1896-97. But, as will be pointed out presently, a larger share of the total cost is continually being defrayed from Private Funds.

The rate of increase has not been constant during the whole period, a marked change being shown in the last year, as was also the case with institutions and pupils. In each of the first four years there was a pretty regular increase (4, 2, 3, and 6 per cent), but in the last

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TABLE 22

General Statistics of Expenditure According to Sources, 1891-92 to 1896-97

Principal Sources	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*Percentage of Increase, 1896-97 compared with 1891-92*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Provincial Revenues	88,13,549	88,60,611	89,80,555	90,35,463	94,06,153	95,22,985	8
Local Funds	53,94,808	54,44,351	55,52,107	57,03,693	58,79,505	57,45,944	7
Municipal Funds	14,09,827	14,54,454	14,31,670	14,46,174	14,97,732	14,96,721	6
Fees	88,54,750	92,61,649	95,05,271	97,74,640	1,04,98,952	1,06,10,933	20
Other Sources	60,46,698	66,51,762	68,10,103	71,28,464	77,82,960	78,68,317	30
Total	3,05,19,632	3,16,72,827	3,22,79,706	3,30,88,434	3,50,65,302	3,52,44,900	15
Percentage of Increase or Decrease, compared with preceding year.							
Provincial Revenues		+1	+1	+1	+4	+1	
Local Funds		+1	+2	+3	+3	–2	
Muncipal Funds		+3	–2	+1	+4	0	
Fees		+5	+3	+3	+7	+1	
Other Sources		+10	+2	+5	+9	+1	
Total		+4	+2	+3	+6	+5	

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year of all, the year of famine and plague, the rate of increase dropped to .5 per cent.

Nor has the increase been uniformly distributed over all the sources. Provincial Revenues show an increase of Rs. 7,09,436, or 8 per cent, and it should be noticed that the rate of increase was maintained throughout. During the preceding period, Provincial Revenues apparently increased by only 4 per cent; but this figure is misleading, owing to a large transfer in Bengal from Provincial Revenues to Local Funds. The increase in Local Funds is Rs. 3,51,136, or 7 per cent; and here the effect of famine is strikingly shown by an actual decrease of 2 per cent in the last year, compared with an average increase of 2 per cent in each of the four preceding years. In the former quinquennium the apparent rate of increase in Local Funds was 45 per cent. Municipal Funds have increased by Rs. 86,894, or 6 per cent, none of which is attributable to the last year, compared with an increase of 17 per cent in the preceding period. Fees have increased by Rs. 17,56,183, or 20 per cent, though, here again, the rate of increase dropped to 1 per cent in the last year; the rate of increase in the preceding period was 36 per cent. "Other sources," which include private subscriptions, Missionary contributions, grants from Native States, subventions from Imperial Revenues, payments for boarding, etc., have increased by Rs. 18,21,619, or 30 per cent, compared with 16 per cent. If we combine the first three sources as representing Public Funds, and the last two as representing Private Funds, it will be found that the latter now provide more than half the total cost of education. Going back for ten years, the actual proportion contributed by Private Funds has risen from 46.6 to 52.4 per cent.

The following Table 23, compiled from General Table 4, gives the total expenditure for the same six years, classified according to heads of charge, with a division between Direct and Indirect expenditure. By Direct expenditure is meant everything debited against colleges and schools; all the rest is Indirect.

The total increase in Direct expenditure has been Rs. 36,45,588, or 15 per cent, pretty regularly distributed over the first four years of the period. The figures will be considered in detail hereafter. It need only be pointed out now that Secondary and Primary schools show a progressive increase in each year of the period, while for Arts colleges the expenditure was highest in 1894-95, and for both Professional colleges and Special schools in 1895-96. The total increase in Indirect

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TABLE 23

General Statistics of Expenditure According to Heads of Charge, 1891-92 to 1896-97

Heads of Charge	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*Percentage of Increase, 1896-97 compared with 1891-92*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Direct	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Arts Colleges	20,43,552	21,10,205	22,13,938	22,85,129	23,58,696	23,69,631	16
Professional Colleges	8,29,281	7,97,427	8,22,866	9,07,820	9,33,075	9,00,657	9
Secondary Schools	98,95,691	1,03,29,480	1,06,36,125	1,08,10,970	1,13,94,334	1,14,52,219	16
Primary Schools	96,14,284	99,73,177	1,03,23,937	1,06,48,066	1,09,51,700	1,10,88,854	15
Training Schools	6,67,376	6,68,740	7,06,347	6,96,781	7,06,891	7,49,093	12
Other Special Schools	10,42,965	11,61,225	11,48,395	11,91,155	11,98,405	11,78,283	13
Total Direct	2,40,93,149	2,50,54,254	2,58,51,608	2,65,39,921	2,75,43,101	2,77,38,737	15
Indirect							
Universities	4,73,142	5,68,638	5,21,537	5,59,159	6,24,379	6,70,895	42
Direction	3,39,270	3,35,772	3,51,897	3,82,438	3,85,755	3,80,053	12

(Contd.)

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TABLE 23 (*Contd.*)

1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Inspection	19,10,508	19,31,819	19,66,404	19,86,614	20,29,708	20,57,284	8
Scholarships	7,27,068	7,36,248	7,45,517	7,71,218	7,77,251	7,97,738	10
Buildings	20,22,093	21,12,372	18,64,776	18,71,572	23,48,519	21,52,539	6
Furniture, etc.	1,60,246	1,79,420	1,48,054	1,88,864	1,80,963	2,17,588	36
Miscellaneous	7,94,156	7,54,304	8,29,913	7,88,648	11,75,626	12,30,066	55
Total Indirect	64,26,483	66,18,573	64,28,098	65,48,513	75,22,201	75,06,163	17
Grand Total	3,05,19,632	3,16,72,827	3,22,79,706	3,30,88,434	3,50,65,302	3,52,44,900	15
Percentage of Increase or Decrease, compared with preceding year		+4	+2	+3	+6	+.5	+15
Direct Expenditure only		+4	+3	+3	+4	+.7	+15
Indirect Expenditure only		+3	–3	+2	+15	–.2	+17

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expenditure has been Rs. 10,79,680, or 17 per cent, the greater part of which is due to the year 1895-96, while in 1893-94 there was an actual decrease of 3 per cent, and in 1896-97 an increase of only 1 per cent. Universities show the high rate of increase of 42 per cent, but the whole of this charge is defrayed by fees. The expenditure on buildings naturally varies from year to year; it reached its maximum in 1895-96. The increase under furniture, amounting to 36 per cent, is largely due to the last year of all. The still greater increase under miscellaneous (55 per cent), almost entirely belongs to the two last years, and is probably to be explained by the rapid growth of the Hostel or boarding system.

Table 24 combines the figures given in the two previous tables for 1891-92 and 1896-97, showing the sources of expenditure and also the heads of charge in each year.

Taking first the heads of charge, the expenditure on Colleges has increased by just four lakhs of rupees, of which nearly two lakhs were derived from fees, and more than one lakh from "other sources." The total rate of increase is 14 per cent, as compared with 28 per cent in the preceding quinquennium. The corresponding rates of increase among students in Colleges were 15 and 50 per cent, showing that the average cost of each student is still declining, though not so rapidly as before. Going back for ten years, the share of the total expenditure borne by Private Funds has risen from 39.3 to 48.8 per cent. The expenditure on Secondary schools has increased by nearly 16 lakhs of rupees, of which more than eight lakhs were derived from fees, and more than five lakhs from "other sources." The total rate of increase is 16 per cent, as compared with 22 per cent in the preceding quinquennium. The corresponding rate of increase among pupils in Secondary schools was 13 per cent in each period, showing a diminishing rate of increase in the cost per pupil. Going back for ten years, the share of the total expenditure borne by Private Funds has risen from 65.2 to 71.8 per cent. The expenditure on Primary schools has increased by about 14¾ lakhs of rupees, of which nearly two lakhs were derived from fees, and nearly five lakhs from "other sources." The total rate of increase is 15 per cent, as compared with 18 per cent in the preceding quinquennium. The corresponding rates of increase among pupils in Primary schools were 7 and 9 per cent, showing that the cost of each pupil is steadily tending to increase. The share of the total expenditure borne by Private Funds has remained practically unchanged at 48 per cent during the past ten years. In Special schools, which include those

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TABLE 24

Expenditure According to Sources and Heads of Charge, 1891-92 and 1896-97

Heads of Charge	*1891-92*					
	Provincial Revenues	*Local Funds*	*Municipal Funds*	*Fees*	*Other Sources*	*Total*
1	*2*	*3*	*4*	*5*	*6*	*7*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Colleges	15,37,677	10,834	28,263	7,96,572	4,99,487	28,72,833
Secondary Schools	16,61,508	8,16,574	5,34,480	45,24,194	23,58,935	98,95,691
Primary Schools	13,43,343	29,84,834	6,01,374	27,94,145	18,90,588	96,14,284
Special Schools	10,02,577	1,98,805	35,099	1,22,072	3,51,788	17,10,341
Universities	32,662	1,512	—	3,98,959	40,009	4,73,142
Direction and Inspection	15,42,525	6,19,893	25,223	13,209	48,928	22,49,778
Scholarships	4,08,605	1,31,546	30,916	5,999	1,50,002	7,27,068
Buildings and Furniture	10,82,697	4,36,675	1,01,096	38,226	5,23,645	21,82,339
Miscellaneous	2,01,955	1,94,135	53,376	1,61,374	1,83,316	7,94,156
Total	88,13,549	53,94,808	14,09,827	88,54,750	60,46,698	3,05,19,632
Percentage of Increase 1896-97 compared with 1891-92	—	—	—	—	—	—
1891-92 compared with 1886-87	+4	+45	+17	+36	+16	+21

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TABLE 24 (*Continued*)

Heads of Charge	*1896-97*						*Percentage of Increase*	
	Provincial Revenues	*Local Funds*	*Municipal Funds*	*Fees*	*Other Sources*	*Total*	*1896-97 compared with 1891-92*	*1891-92 compared with 1886-87*
1	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*		
Colleges	16,33,488	13,238	29,152	9,75,191	6,19,219	32,70,288	14	28
Secondary Schools	18,79,072	8,16,685	5,31,957	53,49,016	28,75,489	1,14,52,219	16	22
Primary Schools	16,25,763	34,06,898	6,99,225	29,72,271	23,84,697	1,10,88,854	15	18
Special Schools	11,20,711	1,81,402	48,056	1,48,940	4,28,267	19,27,376	13	26
Universities	11,561	666	457	6,16,039	42,172	6,70,895	42	28
Direction and Inspection	16,79,532	6,52,062	24,510	12,166	69,067	24,37,337	8	13
Scholarships	4,36,871	1,46,374	24,363	6,231	1,84,899	7,97,738	10	16
Building and Furniture	9,81,123	3,92,099	1,05,747	1,07,245	7,83,913	23,70,127	9	18
Miscellaneous	1,55,864	1,36,520	33,254	4,23,834	4,80,594	12,30,066	55	36
Total	95,22,985	57,45,944	14,96,721	1,06,10,933	78,68,317	3,52,44,900	15	21
Percentage of Increase 1896-97 compared with 1891-92	8	7	6	20	30	15	—	—
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—

Note: The Expenditure from "Other Sources" includes grants from Imperial Revenues in the Punjab (which amounted to Rs. 1,32,405 in 1891-92, and Rs. 1,43,106 in 1896-97), also expenditure by Native States, chiefly in Bombay and the Central Provinces (which amounted to Rs. 7,31,584 in 1891-92, and Rs. 9,70,664 in 1896-97).

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for the training of teachers, the expenditure has increased by more than two lakhs of rupees, the rate of increase being 13 per cent, as compared with 28 per cent in the preceding quinquennium. The corresponding rates of increase among pupils were 13 and 26 per cent. The share of the total expenditure borne by Private Funds has remained pretty constant at about 29 per cent. The expenditure on Universities has increased by nearly two lakhs of rupees, but more than the whole of this increase was supplied by fees. The rate of increase is 42 per cent, as compared with 28 per cent. The expenditure on Direction and Inspection has increased by nearly two lakhs, being at the rate of 8 per cent, as compared with 13 per cent in the former quinquennium. This is almost entirely provided by Public Funds. Expenditure on scholarships has increased by half a lakh, the rate of increase being 10 per cent, as compared with 16 per cent Buildings and Furniture together show an increase of nearly two lakhs, being at the rate of 9 per cent, as compared with 18 per cent. But it is noteworthy that the amount borne by Public Funds has actually decreased by more than two lakhs. Miscellaneous shows an increase of more than four lakhs, being at the rate of 55 per cent, as compared with 36 per cent. Here, again, the amount borne by Public Funds has actually decreased by more than a lakh. Adding together all the headings of Indirect expenditure, the share of the total borne by Private Funds has risen during ten years from 23.6 to 35.7 per cent.

The figures of the table may now be considered in another way, according to the sources of expenditure. Provincial Revenues show an increase of seven lakhs, being at the rate of 8 per cent, as compared with 4 per cent in the preceding quinquennium. But, as already stated, there have been transfers of account from this heading to the next. Of the increase, about one lakh has been devoted to Colleges, more than two lakhs to Secondary, nearly three lakhs to Primary, and more than one lakh to Special schools; while under Indirect expenditure the increase of nearly one and a half lakhs for Direction and Inspection has been compensated by a reduction of one lakh for Buildings and Furniture, and half a lakh under Miscellaneous. Local Funds show an increase of nearly three and a half lakhs, being at the rate of 7 per cent, compared with a norminal 45 per cent in the preceding quinquennium. Under Primary schools the increase is more than four lakhs, Colleges and other schools showing little change, while there are actual decreases under every head of Indirect expenditure except Direction

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and Inspection. Municipal Funds show an increase of nearly one lakh, being at the rate of 6 per cent, as compared with 17 per cent. Here, again, the whole of the increase is for Primary schools. Fees show an increase of no less than $17^1/_2$ lakhs, and are now the largest item of all, the rate of increase being 20 per cent, as compared with 36 per cent. Of the total increase, one and three-quarter lakhs belong to Colleges, more than eight lakhs to Secondary, and nearly two lakhs to Primary schools, more than two lakhs to Universities, and more than two and a half lakhs to Miscellaneous. Fees now provide 30 per cent of the total expenditure on education, Direct and Indirect. Under "other sources" the increase is more than 18 lakhs, being at the rate of 30 per cent, as compared with 16 per cent; but two and a half lakhs of this is due to grants from Native States. Of the total increase, about one lakh is for Colleges, five lakhs each for Secondary and Primary schools, nearly one lakh for Special schools, two and a half lakhs for Buildings, etc., and three lakhs for Miscellaneous. "Other sources" now provide 22 per cent of the total expenditure.

Expenditure According to Provinces

Table 25 distributes the total expenditure according to sources among the several Provinces for 1891-92 and 1896-97.

In Madras the expenditure has increased by more than eight lakhs, being at the rate of 16 per cent, as compared with 29 per cent in the preceding quinquennium. The corresponding rates of increase for pupils were 14 and 37 per cent, showing a rise in the average cost of each pupil in the later period. Of the total increase, more than one lakh was derived from Provincial Revenues, two lakhs from Fees, and more than four lakhs from "other sources." Going back for ten years, the share of the total expenditure borne by Private Funds has risen slightly, from 54.7 to 55.4 per cent.

In Bombay the expenditure has increased by nearly 11 lakhs, being at the rate of 17 per cent, as compared with 26 per cent in the preceding period. The corresponding rates of increase for pupils were 6 and 19 per cent, showing an augmented rise in the cost per pupil. Of the total increase nearly three lakhs were derived from Provincial Revenues, one lakh from Local Funds, more than half a lakh from Municipal Funds, more than two and a half lakhs from fees, and nearly four lakhs from "other sources" (including the grants made by Native States). The share of expenditure borne by Private Funds has risen

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TABLE 25

Expenditure According to Provinces and Sources, 1891-92 and 1896-97

Province	1891-92					
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Total
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	17,44,034	8,21,459	2,16,766	18,22,728	12,70,720	58,75,707
Bombay	19,65,632	8,67,695	3,63,759	13,36,002	17,47,616	62,80,704
Bengal	24,95,961	10,51,749	82,413	40,38,119	16,84,448	93,52,690
N.-W. P. and Oudh	5,48,037	14,44,421	1,01,309	7,21,603	5,38,006	33,53,376
Punjab	8,72,759	6,02,207	3,40,686	4,48,694	4,06,153	26,70,499
Central Provinces	3,85,739	1,74,868	72,743	95,969	1,34,581	8,63,900
Burma	3,80,982	1,37,448	2,14,929	1,80,974	1,81,457	10,95,790
Assam	1,67,694	1,61,311	4,673	1,11,506	72,737	5,17,921
Coorg	19,061	6,564	2,241	8,456	2,781	39,103
Berar	2,33,650	1,27,086	10,308	90,699	8,199	4,69,942
Total	88,13,549	53,94,808	14,09,827	88,54,750	60,46,698	3,05,19,632

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TABLE 25 (*Continued*)

Province	1896-97						Percentage of Increase or Decrease	
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Total	1896-97 compared with 1891-92	1891-92 compared with 1886-87
1	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Madras	18,75,783	8,74,237	2,33,273	20,22,226	16,81,605	66,87,124	+16	+29
Bombay	22,45,662	9,66,192	4,24,996	16,02,178	21,33,903	73,72,931	+17	+26
Bengal	26,93,084	11,72,411	1,02,933	48,61,541	21,38,666	1,09,68,635	+17	+19
N.-W. P. and Oudh	6,20,410	13,83,614	1,06,091	7,66,235	7,63,556	36,39,906	+9	+17
Punjab	7,27,394	6,41,001	3,37,203	7,98,590	5,68,526	30,72,714	+15	+18
Central Provinces	3,84,062	2,15,897	1,01,010	1,28,357	2,23,479	10,52,805	+22	+5
Burma	5,33,311	1,43,721	1,63,212	2,42,860	2,20,331	13,03,435	+19	+17
Assam	1,82,195	2,09,167	6,622	1,30,534	1,22,343	6,50,861	+26	+13
Coorg	24,118	1,202	2,845	9,716	3,646	41,527	+6	+7
Berar	2,36,966	1,39,704	18,536	48,696	11,060	4,54,962	–3	+12
Total	95,22,985	57,45,944	14,96,721	1,06,10,933	78,68,317	3,52,44,900	+15	+21

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during the ten years from 45.8 to 50.7 per cent.

In Bengal the expenditure has increased by more than 16 lakhs, being at the rate of 17 per cent, as compared with 19 per cent in the preceding period. The corresponding rates of increase for pupils were 11 and 6 per cent, showing a diminishing rise in the cost per pupil. Of the total increase, two lakhs were derived from Provincial Revenues, more than one lakh from Local Funds, nearly eight lakhs from fees, and four and a half lakhs from "other sources." The share of expenditure borne by Private Funds has risen during the ten years from 59.2 to 63.9 per cent.

In the North-West Provinces and Oudh the expenditure has increased by nearly three lakhs, being at the rate of 9 per cent, as compared with 17 per cent in the preceding period. For pupils the corresponding percentages were an increase of 29 and a decrease of 14 per cent, showing a considerable reduction in the cost per pupil. Of the total increase, about three-quarters of a lakh was derived from Provincial Revenues, less than half a lakh from fees, and two and a quarter lakhs from "other sources," while there is a decrease of more than half a lakh under Local Funds. The share of expenditure borne by Private Funds has risen during the ten years from 31.3 to 42.0 per cent.

In the Punjab the expenditure has increased by four lakhs, being at the rate of 15 per cent, as compared with 18 per cent in the preceding period. The corresponding rates of increase for pupils were 21 and 11 per cent, showing a comparative decline in the cost per pupil. Of the total increase, three and a half lakhs were derived from fees, and more than one and a half lakhs from "other sources" (including a grant from Imperial Revenues of about the same amount in both periods to a military asylum and a veterinary college); while there is a decrease of one and a half lakhs under Provincial Revenues. The share of expenditure borne by Private Funds has risen during the ten years from 31.6 to 44.5 per cent—by far the most marked rise in any Province.

In the Central Provinces the expenditure has increased by nearly two lakhs, the rate of increase being 22 per cent, as compared with 5 per cent in the preceding period. The corresponding rates of increase for pupils were 31 and 7 per cent, showing a comparative reduction in the cost per pupil. Of the total increase, nearly one lakh was derived from "other sources" (including the grants made by Native States), while the rest is distributed under the other headings, except Provincial Revenues, which show a decrease. The share of expenditure borne by

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Private Funds has risen during the ten years from 26.5 to 33.4 per cent.

In Burma the expenditure has increased by just over two lakhs, the rate of increase being 19 per cent, as compared with 17 per cent in the preceding period. The corresponding rates of increase for pupils were 4 and 24 per cent, showing a considerable rise in the cost per pupil. But it should be remembered that Upper Burma became British as recently as 1886. Of the total increase, one and a half lakhs were derived from Provincial Revenues, and about half a lakh each from fees and "other sources"; while there is a decrease of half a lakh under Municipal Funds. The share of expenditure borne by Private Funds has risen from 26.9 per cent for Lower Burma alone ten years ago to 35.5 per cent for the whole of Burma now.

In Assam the expenditure has increased by more than one and a quarter lakhs, the rate of increase being 26 per cent (by far the highest for any Province), as compared with 13 per cent in the preceding period. The corresponding increases for pupils are 24 and 20 per cent, showing a rise in the cost per pupil. The increase is mainly under "other sources" and Local Funds. The share of expenditure borne by Private Funds has risen during the ten years from 33.9 to 38.8 per cent.

In Coorg the expenditure has increased by Rs. 2,424, the rate of increase being 6 per cent, as compared with 5 per cent in the preceding period. The corresponding increases for pupils were 3 and 28 per cent, showing a considerable rise in the cost per pupil. The increase is mainly under Provincial Revenues, there being a noticeable decrease under Local Funds. The share of expenditure borne by Private Funds has risen during the ten years from 27.0 to 32.2 per cent.

In Berar the expenditure has exceptionally decreased by Rs. 14,080, or at the rate of 3 per cent, as compared with an increase of 12 per cent in the preceding period. The corresponding percentages for pupils are increases of 5 and 19 per cent, showing a continuous decline in the cost per pupil. There are slight increase under every head except fees, which show an apparent decrease from Rs. 90,699 to Rs. 48,696. No explanation is furnished in the Report of the Director, which is throughout drawn up on a peculiar system. For example, the Report states that the total amount of fees realised in all classes of Government schools and in Local Board Primary schools (omitting Aided and Unaided schools) was Rs. 57,950 in 1896-97; whereas the total of fees for all schools given in General Table 4 is only Rs. 48,696, the fees in Local Board Primary schools (Rs. 38,412) being here entirely omitted.

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The share of expenditure borne by Private Funds has apparently fallen during the ten years from 15.1 to 13.1 per cent.

The following Table 26 shows the average expenditure for each Province per head of population in 1891-92 and 1896-97, sub-divided between Public and Private Funds. It should be remembered that Private Funds include grants from Native States in Bombay and the Central Provinces, and also a subvention from Imperial Revenues in the Punjab.

For all India, the total cost per head of population has increased from 2 annas 1 pie to 2 annas 5 pies, or by 4 pies. Of this increase, 3 pies come from Private and 1 pie from Public Funds. By far the highest average cost is in Bombay, where the rate of increase also has been highest, namely 8 pies. By far the lowest average cost is in the North-West, where the rate of increase also has been lowest, namely 2 pies. In Berar the average cost has actually decreased by 1 pie, an increase of 1 pie in Public Funds being set off against a decrease of 2 pies in Private Funds. By far the largest proportion under Private Funds is in Bengal. The Punjab shows a notable increase under Private Funds, together with an actual decrease under Public Funds.

TABLE 26

Average Expenditure per Head of Population, 1891-92 and 1896-97

Province	*1891-92*						*1896-97*					
	Public Funds		*Private Funds*		*Total*		*Public Funds*		*Private Funds*		*Total*	
	A.	*P.*	*A.*	*P.*	*A.*	*P.*	*A.*	*P.*	*A.*	*P.*	*A.*	*P.*
Madras	1	3	1	5	2	8	1	4	1	8	3	0
Bombay	1	11	1	10	3	9	2	2	2	3	4	5
Bengal	0	9	1	3	2	0	0	11	1	6	2	5
N.-W. P. and Oudh	0	8	0	5	1	1	0	9	0	6	1	3
Punjab	1	5	0	8	2	1	1	4	1	0	2	4
Central Provinces	0	9	0	3	1	0	0	10	0	5	1	3
Burma	1	6	0	9	2	3	1	10	0	11	2	9
Assam	1	0	0	6	1	6	1	2	0	9	1	11
Coorg	2	7	1	0	3	7	2	7	1	3	3	10
Berar	2	1	0	6	2	7	2	2	0	4	2	6
Average	1	1	1	0	2	1	1	2	1	3	2	5

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The following Table 27 gives the expenditure on the chief classes of institutions according to Provinces for 1896-97, together with the proportion in each case to the total expenditure.

When the totals are compared with those for 1891-92, a striking similarity manifests itself. While the grand total has increased by 15 per cent, the total for Primary schools has increased at precisely the same rate; the totals for Arts colleges and Secondary schools have each increased by 16 per cent, and the total for Special schools by 13 per cent. Again, the proportion of the grand total devoted to both Arts colleges and Secondary schools was identical in each year; while the proportion for Primary schools has fallen only from 32 to 31 per cent, and the proportion for Special schools from 6 to 5 per cent.

Even in the case of the several Provinces, no great variations are revealed. Under Arts colleges, Madras and the North-West come first, each with a proportion of 9 per cent of their total expenditure; then follow Bengal (7 per cent), Burma (6 per cent), Bombay and the Central Provinces (each 5 per cent), and the Punjab (4 per cent). Under Secondary schools, Burma stands at the top, with a proportion of 44 per cent; then come Coorg (38), Bengal (37), the North-West and the Punjab (each 36), Madras and Assam (each 30), the Central Provinces (27), Bombay (25), and Berar (16). Under Primary schools, Berar and Burma change places; Berar going to the top with a proportion of 57 per cent, and Burma to the bottom (bracketed with the Punjab) with 18 per cent Intermediate positions are occupied by Bombay (45), Assam (40), the Central Provinces (38), Madras (31), Bengal (29), and the North-West (21). The figures for Special schools do not require comment.

Table 28 gives the proportionate expenditure from each source according to Provinces, for the three quinquennial years, 1886-87, 1891-92, and 1896-97.

Taking, first, the figures for all India, the proportion of the total expenditure contributed by Provincial Revenues has steadily fallen during the ten years from 33.9 to 27.0 per cent, though the rate of decrease was more rapid in the earlier period. But, as already stated, Provincial Revenues are to some extent confused by transfers to the next heading. The proportion contributed by Local Funds first rose from 14.7 to 17.7, and then dropped to 16.3 per cent. The proportion contributed by Municipal Funds has steadily dropped from 4.8 to 4.3 per cent. The proportion borne by fees has steadily risen from 25.9 to

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TABLE 27

Expenditure on Chief Classes of Institutions, 1896-97

Province	Arts Colleges, English		Secondary Schools		Primary Schools		Special Schools		Grand Total
	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	
	Rs.		Rs.		Rs.		Rs.		Rs.
Madras	6,21,881	9	20,07,304	30	20,57,095	31	4,93,505	7	66,87,124
Bombay	3,69,534	5	18,69,601	25	33,24,918	45	5,33,055	7	73,72,931
Bengal	7,47,764	7	40,37,627	37	31,99,112	29	4,60,881	4	1,09,68,635
N.-W. P. and Oudh	3,43,321	9	12,92,753	36	7,77,048	21	1,03,306	3	36,39,906
Punjab	1,22,424	4	11,03,791	36	5,62,487	18	1,58,258	5	30,72,714
Central Provinces	49,763	5	2,83,637	27	3,98,706	38	43,862	4	10,52,805
Burma	72,471	6	5,71,320	44	2,29,893	18	86,792	7	13,03,435
Assam	4,100	1	1,95,242	30	2,62,217	40	36,051	6	6,50,861
Coorg	—	—	15,740	38	18,221	43	1,354	3	41,527
Berar	—	—	75,204	16	2,59,157	57	10,312	2	4,54,962
Total	23,31,258	7	1,14,52,219	32	1,10,88,854	31	19,27,376	5	3,52,44,900
Total for 1891-92	20,02,309	7	98,95,691	32	96,14,284	32	17,10,341	6	3,05,19,632
Percentage of Increase, 1896-97 compared with 1891-92	16		16		15		13		15

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TABLE 28

Proportionate Expenditure from Different Sources, 1886-87, 1891-92, and 1896-97

Province	1886-87					1891-92					1896-97				
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources
Madras	29.6	12.2	3.6	32.8	21.8	29.7	14.0	3.7	31.0	21.6	28.1	13.1	3.5	30.2	25.1
Bombay	35.8	14.1	4.3	19.0	26.8	31.3	13.8	5.8	21.3	27.8	30.6	13.0	5.8	21.7	28.9
Bengal	39.6	.2	1.0	40.5	18.7	26.7	11.2	.9	43.2	18.0	24.5	10.7	.9	44.4	19.5
N.-W. P. and Oudh	18.7	47.4	2.6	11.5	19.8	16.3	43.1	3.0	21.5	16.1	17.0	38.0	2.9	21.1	21.0
Punjab	33.1	21.7	13.6	11.0	20.6	32.7	22.5	12.8	16.8	15.2	23.7	20.8	11.0	26.0	18.5
Central Provinces	43.3	22.4	7.8	7.1	19.4	44.7	20.2	8.4	11.1	15.6	36.5	20.5	9.6	12.2	21.2
Burma	27.3	14.8	31.0	10.3	16.6	34.8	12.5	19.6	16.5	16.6	41.0	11.0	12.5	18.6	16.9
Assam	31.1	33.9	1.1	20.2	13.7	32.4	31.1	.9	21.5	14.1	28.0	32.1	1.0	20.1	18.8
Coorg	55.5	12.7	4.8	18.2	8.8	48.8	16.8	5.7	21.6	7.1	58.1	2.9	6.8	23.4	8.8
Berar	57.6	25.5	1.8	13.4	1.7	49.7	27.0	2.2	19.3	1.8	52.1	30.7	4.1	10.7	2.4
Average	33.9	14.7	4.8	25.9	20.7	28.8	17.7	4.6	29.1	19.8	27.0	16.3	4.3	30.1	22.3

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30.1 per cent, though here, again, the rate of increase was more rapid in the earlier period. The proportion from "other sources" first fell from 20.7 to 19.8, and then jumped up to 22.3 per cent.

The figures for the several Provinces are of interest in disclosing their different financial systems, which have not changed much during ten years. Coorg and Berar each provide more than half of their total expenditure on education out of Provincial Revenues. Next in order come Burma and the Central Provinces, though the proportion has increased in the one case and decreased in the other. The North-West obtains only 17 per cent. from this source. The apparent change that has taken place in Bengal is really due to a transfer in account from Provincial Revenues to Local Funds. The North-West provides by far the largest proportion (38 per cent) from Local Funds, though the proportion has steadily diminished from 47 per cent. Next come Assam and Berar; while in Bengal the proportion is only 10.7 per cent, despite the transfer from Provincial Revenues. The proportion contributed by Municipal Funds ranges from 12 per cent in Burma and 11 in the Punjab to less than 1 in Bengal. Under this heading, the Central Provinces, Berar, and Coorg each show a steady increase. Fees contribute as much as 44.4 per cent in Bengal, and as little as 10.7 per cent in Berar. The proportion has increased by large strides in the Punjab, having more than doubled in ten years. In the North-West, the proportion nearly doubled during the earlier period, and then remained stationary. A steady rate of increase is shown in the Central Provinces and Coorg; but a decrease in Madras. The proportion from "other sources" is highest in Bombay (28.9 per cent), where it is swollen by the inclusion of grants from Native States, which also account for the high figure in the Central Provinces (21.2 per cent). Next come Madras (25.1 per cent), which enjoys the benefit of large Missionary contributions. In Berar the proportion falls to 2.4 per cent or about one-tenth of the average for all India. Finally, it may be noticed that the proportions in Madras have undergone extremely little change during ten years, and that the figures for "other sources" are fairly uniform for the several Provinces

Proportionate Expenditure from Public and Private Funds

Table 29 gives the proportionate expenditure from Public and Private Funds according to principal heads of charge, in the several Provinces, for the two years 1891-92 and 1896-97. As already stated,

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TABLE 29

Proportionate Expenditure on Principal Heads of Charge from Public and Private Funds, 1891-92 and 1896-97

Province	*1891-92*											
	Colleges		*Secondary Schools*		*Primary Schools*		*Special Schools*		*Indirect*		*Total*	
	Public	*Private*	*Public*	*Private*	*Public*	*Private*	*Public*	*Private*	*Public*	*Private*	*Public*	*Private*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
Madras	48.7	51.3	27.2	72.8	47.6	52.4	73.2	26.8	65.2	34.8	47.4	52.6
Bombay	51.4	48.6	24.8	75.2	59.4	40.6	69.3	30.7	59.2	40.8	50.9	49.1
Bengal	54.9	45.1	21.2	78.8	24.9	75.1	64.8	35.2	88.0	12.0	38.8	61.2
N.-W. P. and Oudh	62.4	37.6	42.9	57.1	81.6	18.4	78.2	21.8	72.0	28.0	62.4	37.6
Punjab	66.4	33.6	47.1	52.9	81.2	18.8	88.2	11.8	78.5	21.5	68.0	32.0
Central Provinces	44.4	55.6	66.7	33.3	66.6	33.4	99.9	.1	91.2	8.8	73.3	26.7
Burma	94.2	5.8	41.4	58.6	90.2	9.8	88.1	11.9	87.4	12.6	66.9	33.1
Assam	—	—	38.9	61.1	69.4	30.6	59.8	40.2	89.2	10.8	64.4	35.6
Coorg	—	—	53.8	46.2	76.3	23.7	100.0	—	83.8	16.2	71.3	28.7
Berar	—	—	75.6	24.4	74.2	25.8	100.0	—	89.7	10.3	79.0	21.0
Average	54.9	45.1	30.4	69.6	51.3	48.7	72.3	27.7	75.7	24.3	51.1	48.9
Average for 1886-87	60.37	39.3	34.8	65.2	51.8	48.2	70.2	29.8	76.4	33.6	53.4	46.6

TABLE 29 (*Continued*)

Province	1896-97											
	Colleges		Secondary Schools		Primary Schools		Special Schools		Indirect		Total	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
1	14	15	16	17	18	19	20	21	22	23	24	25
Madras	39.8	60.2	22.9	77.1	50.2	49.8	69.9	30.1	54.5	45.5	44.7	55.3
Bombay	47.0	53.0	24.7	75.3	57.7	42.3	67.5	32.5	57.6	42.4	49.4	50.6
Bengal	50.5	49.5	19.3	80.7	26.3	73.7	61.5	38.5	69.4	30.6	36.1	63.9
N.-W. P. and Oudh	57.9	42.1	43.3	56.7	80.5	19.5	84.5	15.5	62.6	37.4	57.9	42.1
Punjab	56.5	43.5	40.5	59.5	78.3	21.7	77.2	22.8	50.7	49.3	55.5	44.5
Central Provinces	37.9	62.1	57.8	42.2	67.3	32.7	100.0	—	74.8	25.2	66.6	33.4
Burma	75.2	24.8	39.6	60.4	85.5	14.5	85.4	14.6	99.2	.8	64.5	35.5
Assam	—	100.0	36.0	64.0	65.3	34.7	61.6	38.4	87.6	12.4	61.1	38.9
Coorg	—	—	51.6	48.4	74.7	25.3	100.0	—	80.9	19.1	67.8	32.2
Berar	—	—	67.6	32.4	87.4	12.6	100.0	—	99.4	.6	86.9	13.1
Average	51.2	48.8	28.2	71.8	51.7	48.3	70.1	29.9	64.3	35.7	47.6	52.4
Average for 1886-87	—	—	—	—	—	—	—	—	—	—	—	—

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Public Funds comprise Provincial Revenues and Local and Municipal Funds; while "other sources," though they may include grants from Native States and even subventions from Imperial Revenues, are classed with fees under Private funds.

Taking, first, the figures for all India, and going back yet further to 1886-87, the proportion of the total expenditure contributed by Private Funds has risen during ten years from 46.6 to 52.4 per cent: and the rate of increase has been uniform throughout under the more important headings. In Colleges, the proportion has risen from 39.3 to 48.8: and in Secondary schools, from 65.2 to 71.8. In Primary schools, the proportion first rose from 48.2 to 48.7, and then dropped to 48.3. In Special schools, it first dropped from 29.8 to 27.7, and then rose again to 29.9. Under Indirect, it first dropped from 33.6 to 24.3, and then more than recovered to 35.7.

Of the several Provinces, Bengal stands first with 63.9 per cent of its total expenditure on education (including Indirect) derived from Private Funds, which in this case are all genuinely "private," no less than 44 per cent being fees. In Secondary schools, the proportion rises to more than four-fifths, and in Primary schools to nearly three-quarters. Madras comes next with 55.4 per cent, including Missionary contributions, the proportion from fees being 30.2 per cent. Then follows Bombay with 50.7 per cent, including grants from Native States, the proportion from fees being only 21.7 per cent. At the bottom is Berar, with only 13.1 per cent, of which 10.7 per cent comes from fees and 2.7 per cent from "other sources." The Punjab shows by far the most rapid advance, from 32.0 to 44.5 per cent, fees alone having increased from 16.8 to 26.0 per cent. The increase in the Central Provinces is mainly due to grants from Native States; while both in the North-West and in Assam the increase is similarly due to "other sources."

Proceeding to the different heads of charge, the colleges of the Central Provinces are supported from Private Funds to the extent of 62.1 per cent of their total expenditure, two out of three being Aided institutions. Next come Madras (60.2), with many Missionary colleges; and Bombay (53.0), with two colleges supported by Native States and others by private associations. The rate of advance has been most rapid in the Punjab (from 33.6 to 43.5 per cent), if Burma be excepted, where a Missionary college has come into existence during the period. As regards Secondary schools, Bengal, Madras, and Bombay each obtain

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more than three-quarters of the total expenditure from Private Funds; while Berar does not obtain so much as one-third. The rate of advance has again been most rapid in the case of the Punjab, from 52.9 to 59.5 per cent. As regards Primary schools, Bengal stands out conspicuously with nearly three-quarters of the total expenditure derived from Private Funds, though the proportion has slightly fallen. This striking result is due to the wide extension of the Aided system, which also explains the high figure for Madras (49.8 per cent), though here, too, there is a fall. At the other end of the scale are the North-West (19.5), Burma (14.5), and Berar (12.6). The Punjab, again, is one of the few Provinces to show any advance. Special schools need not detain us. But with regard to Indirect charges, the variations are remarkable. The Punjab obtains just one half of this branch of its expenditure from Private Funds (including a subvention from Imperial Revenues), and Madras 45.5 per cent; while Assam obtains only 12.4 per cent, and Burma and Berar each less than 1 per cent.

The following Table 30 gives the figures of expenditure from Public Funds on the chief classes of institutions, according to Provinces, for the two years 1891-92 and 1896-97. Public funds, as already stated, comprise Provincial Revenues and Local and Municipal Funds, but exclude grants by Native States and any subvention from Imperial Revenues. The classes of institutions differ slightly from those previously given, by the exclusion of Professional colleges and of all Special schools except those for the training of teachers.

The total expenditure on Arts colleges from Public Funds has increased by Rs. 96,919, or at the rate of 13 per cent, as compared with an increase of 7 per cent in the preceding quinquennium. The expenditure on Secondary schools has increased by Rs. 2,15,152, or at the rate of 7 per cent, being exactly the same rate of increase as before. The expenditure on Primary schools has increased by Rs. 8,02,335, or at the rate of 16 per cent, as compared with 17 per cent. The expenditure on Training schools has increased by Rs. 33,794, or at the rate of 6 per cent, as compared with 28 per cent.

Under Arts colleges, the rate of increase is highest in Burma, the North-West, and Bombay; while in the Punjab there is an actual decrease. Under Secondary schools, the rate of increase is highest in Burma and Bombay; while in Madras there is a decrease. Under Primary schools, the rate of increase is highest in Bombay and Madras; while in Burma there is a decrease. Under Training schools, the North-

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TABLE 30

Expenditure from Public Funds on certain Classes of Institutions, 1891-92 and 1896-97

Province	*1891-92*				*1896-97*			
	Arts Colleges	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Arts Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	2,41,109	4,65,291	8,46,990	1,77,634	2,47,237	4,60,603	10,32,075	1,79,411
Bombay	1,50,877	3,92,002	16,54,156	1,24,912	1,83,273	4,61,389	19,17,061	1,33,751
Bengal	2,92,764	7,51,190	7,09,055	85,066	2,96,397	7,79,481	8,41,699	97,542
N.-W. P. and Oudh	1,19,391	5,26,784	5,92,680	48,124	1,72,411	5,59,541	6,25,261	43,844
Punjab	66,504	4,23,491	3,73,946	57,580	53,386	4,47,326	4,40,531	62,498
Central Provinces	19,465	1,50,561	2,17,113	33,849	20,111	1,63,862	2,68,507	36,883
Burma	40,291	1,73,107	1,99,196	23,610	54,505	2,26,263	1,96,638	34,426
Assam	—	62,383	1,32,406	17,056	—	70,267	1,71,300	19,287
Coorg	—	7,288	10,782	1,272	—	8,117	12,400	1,354
Berar	—	60,465	1,93,227	10,853	—	50,865	2,26,414	8,444
Total	9,30,401	30,12,562	49,29,551	5,79,956	10,27,320	32,27,714	57,31,886	6,13,750
Percentage of Increase 1896-97 compared with 1891-92	—	—	—	—	+13	+7	+16	+6
1891-92 compared with 1886-87	+7	+7	+17	+28	—	—	—	—

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West and Berar both show a decrease.

Analysis of Expenditure from Public Funds

The following Table 31 gives the percentage of Direct expenditure from Public Funds devoted to the chief classes of institutions, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97.

Taking all India, the proportion of Direct expenditure from Public Funds devoted to Arts colleges has slightly fallen, and the proportion devoted to Training schools has slightly risen. The proportion devoted to Secondary schools fell in both periods, but twice as rapidly in the earlier as in the later. On the other hand, the proportion devoted to Primary schools, though rising in both periods, rose much more rapidly in the later than in the earlier.

Bengal and the North-West each devote as much as 12 per cent of their expenditure from Public Funds to Arts colleges, though in the former the percentage has fallen from 14.8 and in the latter has risen from 9.0. In Madras the proportion has fallen from 14.5 to 11.1 per cent, while in Burma it has risen from 7.0 to 9.9 per cent. For Secondary schools, the proportion is highest in Burma (41.0 per cent) and lowest in Bombay (15.6 per cent). The largest decreases—excluding Berar and Coorg—are in Madras (from 27.8 to 20.7 per cent), and the Punjab (from 43.1 to 39.3 per cent); while the North-West shows an increase from 36.2 to 39.0 per cent. The apparent increase in the Central Provinces is really due to a change of classification in the earlier period. For Primary schools, Bombay and Assam both show the high proportion of about 65 per cent, but the increase has been much more rapid in the case of Assam. At the other end of the scale is Bengal, with only 34.3 per cent, but here the increase has been considerable in the later period. Burma alone shows a marked decrease (from 54.5 to 35.7 per cent), the decrease for the Central Provinces being nominal. Next after Assam, the highest rate of increase is in Madras; while both Bengal and the North-West show a marked advance in the later period, compared with a slight decline in the earlier. For Training schools, Madras stands first, with a proportion of 8.1 per cent, followed by the Central Provinces (7.4 per cent), and Assam (7.2 per cent). Excluding Berar, the North-West comes last, with only 3.1 per cent. The variations for the different years are insignificant.

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TABLE 31

Proportion of Direct Expenditure from Public Funds on certain Classes of Institutions, 1886-87, 1891-92, and 1896-97

Province	*1886-87*				*1891-92*				*1896-97*			
	Arts Colleges	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Arts Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Arts Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*
Madras	14.5	27.8	38.1	7.9	12.1	23.2	42.4	8.9	11.1	20.7	46.5	8.1
Bombay	6.0	18.6	61.9	3.9	5.8	15.1	63.6	4.8	6.2	15.6	64.8	4.5
Bengal	14.8	33.4	31.5	3.7	12.9	33.1	31.2	3.7	12.1	31.8	34.3	4.0
N.-W. P. and Oudh	9.0	36.2	40.6	3.2	7.1	34.5	40.4	3.3	12.0	39.0	43.6	3.1
Punjab	4.9	43.1	35.2	5.7	6.4	40.9	36.1	5.6	4.7	39.3	38.7	5.5
Central Provinces	5.1	19.8	68.0	6.5	4.6	35.5	51.3	8.0	4.1	33.0	54.1	7.4
Burma	7.0	41.9	44.1	5.0	8.9	38.1	43.8	5.2	9.9	41.0	35.7	6.2
Assam	—	29.8	54.5	11.2	—	29.1	61.9	8.0	—	26.7	65.0	7.2
Coorg	—	46.2	46.4	6.4	—	37.7	55.7	6.6	—	34.7	53.7	5.9
Berar	—	26.6	69.5	3.9	—	22.8	73.1	4.1	—	17.7	78.7	2.9
Average	9.3	30.2	45.0	4.9	8.7	28.3	45.9	5.4	8.7	27.3	48.5	5.2

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Table 32 divides the Direct expenditure from Public Funds on institutions according to management, in the different Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97, giving also the percentages in each case. Institutions under public management comprise those managed by the Government (here excluding Native States) and those managed by District, or Local, and Municipal Boards.

This table discloses the extent to which the Aided system has been adopted. Comparing one year with another, little variation is shown in the proportions for all India, but there are some striking changes in the several Provinces. Bengal is still responsible for more than one third of the total amount spent on Aided institutions, but Burma has ousted her from the first place in the percentages. Madras, though still providing more than one fifth of the total, has been passed in the percentages by Assam, which shows a remarkable advance from 24.3 to 47.9, while Madras has dropped from 44.0 to 34.8. Excluding Berar and Coorg, Bombay continues to occupy the last place in the percentages (with only 17.3), though the third place in the totals. The Central Provinces and the Punjab both show a large advance in the later period, contrasting with a decline in the earlier.

Average Cost of Each Pupil

The three following tables give the average annual cost of educating each pupil in the several classes of institutions: first, (Table 33) for each of the three quinquennial years 1886-87, 1891-92, and 1896-97, according to sources of expenditure; secondly, (Table 34), for the two later years, according to management of institutions; and thirdly, (Table 35), for 1896-97 only, according to Provinces.

In Arts colleges, the average cost of educating each student has fallen during ten years from Rs. 196.8 to Rs. 160.3, though the decline was almost entirely confined to the earlier period. The proportion of the cost borne by Provincial Revenues has steadily decreased from Rs. 102.8 to Rs. 67.0; that borne by Local and Municipal Funds has remained constant at Rs. 2.5; while that contributed by Private Funds (including grants from Native States) first fell from Rs. 93.3 to Rs. 88.3, and then rose to Rs. 90.8. Classified according to management, the average cost per student in 1896-97 was as high as Rs. 273.2 for the two colleges in Native States of Bombay; in all Government colleges it was Rs. 269.2; while in Unaided colleges (for which the returns are

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TABLE 32

Direct Expenditure from Public Funds on Institutions According to Management, 1886-87, 1891-92, and 1896-97

Province	*1886-87*					*1891-92*					*1896-97*				
	Under Public Management	*Per Cent*	*Aided*	*Per Cent*	*Total*	*Under Public Management*	*Per Cent*	*Aided*	*Per Cent*	*Total*	*Under Public Management*	*Per Cent*	*Aided*	*Per Cent*	*Total*
	Rs.		*Rs.*		*Rs.*	*Rs.*		*Rs.*		*Rs.*	*Rs.*		*Rs.*		*Rs.*
Madras	8,16,064	56.0	6,41,013	44.0	14,57,077	12,42,820	62.2	7,54,743	37.8	19,97,563	14,65,964	65.2	7,83,247	34.8	22,49,211
Bombay	17,65,484	83.8	3,41,259	16.2	21,06,743	21,59,357	83.0	4,40,843	17.0	26,00,200	24,47,052	82.7	5,12,604	17.3	29,59,656
Bengal	9,39,142	44.7	11,60,340	55.3	20,99,482	10,22,897	45.1	12,46,144	54.9	22,69,041	10,71,710	43.7	13,82,772	56.3	24,54,482
N.-W. P. and Oudh	11,46,185	80.4	2,80,246	19.6	14,26,431	11,49,915	78.3	3,18,385	21.7	14,68,300	12,06,322	77.1	3,57,963	22.9	15,64,285
Punjab	7,58,015	82.3	1,62,616	17.7	9,20,631	8,61,166	83.2	1,74,451	16.8	10,35,617	9,08,659	79.9	2,28,275	20.1	11,36,934
Central Provinces	3,34,848	81.1	78,274	18.9	4,13,122	3,48,002	82.1	75,616	17.9	4,23,618	3,67,016	73.9	1,29,326	26.1	4,96,342
Burma	2,15,517	46.9	2,44,135	53.1	4,59,652	1,96,393	43.2	2,58,470	56.8	4,54,863	2,13,139	38.6	3,38,376	61.4	5,51,515
Assam	1,48,523	75.7	47,769	24.3	1,96,292	1,36,286	63.7	77,768	36.3	2,14,054	1,37,543	52.1	1,26,217	47.9	2,63,760
Coorg	19,104	89.0	2,371	11.0	21,475	17,562	90.8	1,780	9.2	19,342	21,251	97.2	620	2.8	21,871
Berar	2,37,782	95.9	10,259	4.1	2,48,041	2,45,467	92.8	19,078	7.2	2,64,545	2,71,619	94.4	15,972	5.6	2,87,591
Total	63,80,664	68.2	29,68,282	31.8	93,48,946	73,79,865	68.6	33,67,278	31.4	1,07,47,143	81,10,275	68.5	38,75,372	31.5	1,19,85,647

TABLE 33

Average Cost of Educating each Pupil, 1886-87, 1891-92, and 1896-97

Class of Institutions	*1886-87*				*1891-92*				*1896-97*			
	Provincial Revenues	*Local and Municipal Funds*	*Private Funds*	*Total*	*Provincial Revenues*	*Local and Municipal Funds*	*Private Funds*	*Total*	*Provincial Revenues*	*Local and Municipal Funds*	*Private Funds*	*Total*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Colleges—Arts	102.8	2.5	93.3	198.6	71.2	2.5	88.3	162.0	67.0	2.5	90.8	160.3
Colleges—Professional	185.4	—	41.4	226.8	196.8	2.2	56.3	255.3	140.2	1.2	55.0	196.4
Secondary Schools	4.1	2.5	12.5	19.1	3.6	2.9	15.1	21.6	3.6	2.6	15.5	21.7
Primary Schools	.7	1.1	1.6	3.4	.5	1.3	1.8	3.6	.5	1.4	1.5	3.4
Training Schools	62.3	28.3	19.3	109.9	80.8	30.0	20.1	130.9	87.1	20.3	23.7	131.1
Special Schools	39.4	4.4	26.8	70.6	36.9	5.0	23.2	65.1	33.7	6.2	23.8	63.7

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TABLE 34

Average Cost of Educating each Pupil According to Management of Institutions, 1891-92 and 1896-97

Management	*1891-92*						*1896-97*					
	Arts Colleges	*Pro-fessional Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Other Special Schools*	*Arts Colleges*	*Pro-fessional Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Other Special Schools*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Government	244.9	242.3	32.6	11.6	120.7	72.7	269.2	257.5	35.8	7.2	141.2	77.3
District Board	244.9	—	8.3	4.6	280.3	80.3	—	—	8.3	4.7	117.8	88.8
Municipal	101.1	—	19.9	6.4	53.3	29.1	146.6	—	19.6	6.7	50.3	45.9
Native States	435.2	—	37.3	4.5	197.2	50.0	273.2	—	31.5	5.1	249.1	115.4
Aided	161.0	57.6	24.0	3.3	120.7	73.0	158.7	62.5	24.0	3.1	114.7	53.1
Unaided	57.6	36.2	18.3	1.6	41.7	15.9	55.8	28.2	18.9	1.7	57.9	18.1
Total	162.0	255.3	21.6	3.6	130.9	65.1	160.3	196.4	21.7	3.4	131.1	63.7

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TABLE 35

Average Cost of Educating each Pupil According to Provinces, 1896-97

Province	*Arts Colleges*	*Pro-fessional Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Other Special Schools*	*Total*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	184.5	237.4	23.3	3.4	135.4	78.5	7.8
Bombay	242.8	135.0	38.1	5.9	205.3	171.6	10.0
Bengal	113.8	175.0	19.1	2.7	109.2	40.6	6.2
N.-W. P. and Oudh	201.6	227.4	22.2	3.9	80.9	19.3	10.1
Punjab	126.2	330.7	18.3	4.9	173.1	61.9	11.6
Central Provinces	166.6	64.6	10.9	3.2	162.5	57.6	5.2
Burma	941.2	—	26.7	2.7	148.8	54.7	8.9
Assam	164.0	—	18.2	2.9	59.4	41.6	4.9
Coorg	—	—	27.4	4.3	112.9	—	8.8
Berar	—	—	18.8	5.5	140.7	133.4	7.4
Average	160.3	196.4	21.7	3.4	131.1	63.7	7.6
Average for 1891-92	162.0	255.3	21.6	3.6	130.9	65.1	7.6

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untrustworthy) it was as low as Rs. 55.8. Of the several Provinces, Burma shows the very high average of Rs. 941.2 per student, and Bengal the low average of Rs. 113.8.

In Professional colleges, which mainly consist of those for medicine and for law, the average cost of educating each student first rose from Rs. 226.8 to Rs. 255.3, and then dropped still lower to Rs. 196.4. The few Medical colleges are exceedingly expensive, though Law colleges are almost entirely supported by fees. The proportion borne by Public Funds fell during the ten years from Rs. 185.4 to Rs. 141.4, while that borne by Private Funds rose from Rs. 41.4 to Rs. 55.0. According to management, the average cost in 1896-97 was as high as Rs. 257.5 in Government colleges (medical), and as low as Rs. 28.2 in Unaided colleges (law). Of the several Provinces, the Punjab (with a Medical college only) shows the high average of Rs. 330.7, and the Central Provinces (with two weak Law classes) the low average of Rs. 64.6.

In Secondary schools, the average cost of educating each pupil has risen from Rs. 19.1 to Rs. 21.7, though the rise was confined to the earlier period. The proportion borne by Provincial Revenues has fallen from Rs. 4.1 to Rs. 3.6 (entirely in the earlier period); that borne by Local and Municipal Funds has remained pretty constant; that borne by Private Funds, which is more than two thirds of the whole, has risen from Rs. 12.5 to Rs. 15.5. According to management, the average cost in 1896-97 was highest in Government schools (Rs. 35.8), and lowest in schools under District Boards (Rs. 8.3). Of the several Provinces, Bombay shows the highest average cost (Rs. 38.1), and the Central Provinces the lowest (Rs. 10.9).

In Primary schools, the average cost of educating each pupil first rose from Rs. 3.4 to Rs. 3.6, and then dropped again to its original figure. The proportion borne by Provincial Revenues has decreased from R. .7 to R. .5 (entirely in the earlier period); that borne by Local and Municipal Funds has steadily risen from R. 1.1 to R. 1.4; and that borne by Private Funds first rose from R. 1.6 to R. 1.8, and then dropped yet lower to R. 1.5. According to management, the average cost in 1896-97 was as high as Rs. 7.2 in the few Government schools, which are chiefly maintained in backward tracts, and as low as R. 1.7 in Unaided schools, for which the returns are not trustworthy or complete. Of the several Provinces, Bombay again shows the highest average cost (Rs. 5.9), and Bengal and Burma the lowest

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(Rs. 2.7 each).

In Training schools, the average cost of training each master or mistress has steadily risen from Rs. 109.9 to Rs. 131.1. The proportion borne by Public Funds has increased from Rs. 90.5 to Rs. 107.4, and the proportion borne by Private Funds from Rs. 19.3 to Rs. 23.7. According to management, the average cost in 1896-97 was as high as Rs. 249.1 in Native States, and as low as Rs. 50.3 in schools managed by Municipal Boards. Of the several Provinces, Bombay shows the highest average (Rs. 205.3), presumably from the inclusion of Native States, and Assam the lowest (Rs. 59.4).

In other Special schools, which are of a very miscellaneous character, the average cost of educating each pupil has steadily fallen from Rs. 70.6 to Rs. 63.7. The proportion borne by Provincial Revenues has declined from Rs. 39.4 to Rs. 33.7; that borne by Local and Municipal Funds has risen from Rs. 4.4 to Rs. 6.2; and that borne by Private Funds has fallen from Rs. 26.8 to Rs. 23.8, despite a fractional increase in the later period. According to management, the average cost in 1896-97 was again highest in Native States, and lowest in Unaided schools. Of the several Provinces, Bombay as usual shows the highest average cost (Rs. 171.6), and the North-West the lowest (Rs. 19.3).

Adding all institutions together, the general average cost for all India of educating each pupil (or, in other words, the Direct expenditure per pupil) works out at Rs. 7.6 for each of the two years, 1891-92 and 1896-97. For the latter year, the maximum was Rs. 11.6 in the Punjab, and the minimum Rs. 4.9 in Assam (where there are practically no schools for Europeans).

Direct and Indirect Expenditure

The following Table 36 gives the proportion that Direct expenditure bears to Indirect in each class of Public Funds, according to Provinces, for the two years 1891-92 and 1896-97. Direct expenditure, as has already been stated, means that which is directly applied to the maintenance of schools, as opposed to that which is devoted to inspection, building, etc.

It will be observed that an increased percentage of the total has been applied to "direct" purposes under each heading. The increase is largest under Provincial Revenues, though these naturally contribute the lowest proportion, owing to the heavy charge on them for direction,

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TABLE 36

Proportionate Direct Expenditure from Public Funds, 1891-92 and 1896-97

Province	*1891-92*			*1896-97*		
	Provincial Revenues	*Local Funds*	*Municipal Funds*	*Provincial Revenues*	*Local Funds*	*Municipal Funds*
Madras	67.3	79.0	80.9	70.7	82.4	87.3
Bombay	74.2	91.7	94.4	77.4	87.0	89.2
Bengal	59.5	67.5	88.9	58.6	67.3	87.9
N.-W. P. and Oudh	47.0	67.3	89.3	77.6	71.3	90.4
Punjab	42.7	65.6	78.5	54.9	72.6	80.7
Central Provinces	56.6	83.2	92.0	57.9	85.0	89.5
Burma	—*	75.0	—†	49.5	92.7	94.6
Assam	37.0	91.5	96.1	37.6	90.6	86.8
Coorg	55.2	100.0	100.0	78.9	100.0	100.0
Berar	73.2	66.2	88.9	69.4	77.7	76.9
Average	62.0	74.3	85.0	65.7	76.9	87.4

* The separate figures are—For Upper Burma, 50.2; for Lower Burma, 48.3.

† The separate figures are—For Upper Burma, 70.5; for Lower Burma, 77.2.

inspection, etc. The variations among the Provinces are remarkable. Bengal actually shows a decline under each heading. Assam devotes only 37.6 per cent of its Provincial Revenues to "direct" purposes, as contrasted with 77 per cent in both Bombay and the North-West Bengal devotes only 67.3 per cent of its Local Funds to "direct" purposes, as contrasted with 92.7 in Burma, and 87.0 in Bombay. Under Municipal Funds, the range of variation is less, from 80.7 per cent, in the Punjab to 94.6 in Burma.

Local Funds Expenditure

The following Table 37 gives in detail the distribution of Local Fund expenditure among different heads of charge, according to Provinces, for 1896-97, together with percentages.

For all India, the proportion of Local Fund expenditure devoted to Colleges is only .2 per cent, the figure for 1891-92 being precisely the same. The proportion devoted to Secondary schools is 14.2 per cent,

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TABLE 37

Distribution of Local Funds Expenditure, 1896-97

Province	Colleges		Secondary Schools		Primary Schools		Special Schools		Indirect	
	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage
	Rs.		Rs.		Rs.		Rs.		Rs.	
Madras	90	.0	42,707	4.9	6,27,518	71.8	49,940	5.7	1,53,982	17.6
Bombay	5,850	.6	7,968	.8	7,72,867	80.0	55,003	5.7	1,24,504	12.9
Bengal	—	—	2,22,865	19.0	5,51,119	47.0	14,814	1.3	3,83,613	32.7
N.-W. P. and Oudh	4,540	.3	3,49,191	25.2	5,78,060	41.8	55,001	4.0	3,96,822	28.7
Punjab	2,758	.4	1,08,640	17.0	3,53,965	55.3	292	.0	1,74,680	27.3
Central Provinces	—	—	38,443	17.8	1,45,154	67.2	—	—	32,300	15.0
Burma	—	—	18,668	12.9	1,14,567	79.8	—	—	10,486	7.3
Assam	—	—	28,203	13.5	1,55,004	74.1	6,352	3.0	19,608	9.4
Coorg	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	1,08,644	77.8	—	—	31,060	22,22
Total	13,238	.2	8,16,685	14.2	34,06,898	59.3	1,81,402	3.2	13,27,721	23.1
Total for 1891-92	10,834	.2	8,14,107	15.1	29,73,186	55.3	1,98,805	3.7	13,83,761	25.7

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compared with 15.1 for the earlier year, the maximum being as high as 25.2 in the North-West, and the minimum as low as .8 in Bombay. The proportion devoted to Primary schools is 59.3 per cent, compared with 55.3,. the maximum being 80.0 in Bombay and the minimum 41.8 in the Noth-West. The proportion devoted to Special schools is 3.2 per cent, as compared with 3.7. The proportion devoted to Indirect purposes is 23.1 per cent, as compared with 25.7, the maximum being 32.7 in Bengal and the minimum 7.3 in Burma.

Municipal Fund Expenditure

The following Table 38 gives the same details for Municipal Fund expenditure.

For all India, the proportion of Municipal Fund expenditure devoted to Colleges is only 1.9 per cent, compared with 2.0 per cent five years previously. The proportion devoted to Secondary schools has fallen from 37.9 to 35.5 per cent. For 1896-97 the highest percentages were 75 in Burma, and 56 in both the Punjab and the North-West, while the lowest percentages were 8.3 in Bombay, and only 1.8 in Berar. The proportion devoted to Primary schools has risen correspondingly from 42.6 to 46.8 per cent. Excluding Coorg, the highest percentages in 1896-97 were in Berar (75.2), Bombay (73.0), and Assam (66.5); while the lowest percentages were in the Punjab (20.3), and Burma (19.2). The proportion devoted to Special schools has risen from 2.5 to 3.2 per cent, the highest places being taken by Assam and Madras. The proportion devoted to Indirect purposes has fallen from 15.0 to 12.6 per cent, the highest place being taken by Berar (23.0), and the lowest by Burma (5.4).

Expenditure from Fees

The following Table 39 gives the details of expenditure from fees, according to Provinces, for 1896-97, together with percentages.

For all India, the proportion that fees contribute to the total expenditure is 30 per cent, as compared with 29 per cent in 1891-92. During the five years the rate of increase was 18 per cent in both English Arts colleges and Secondary schools, 6 in Primary schools, and 22 in Special schools, In English Arts colleges, the proportion of expenditure contributed by fees was 32 per cent in both years, the highest place being taken by the Punjab (48), and Bengal (42); and the lowest place by Assam (16), and Burma (6). In Secondary schools the

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TABLE 38

Distribution of Municipal Expenditure, 1896-97

Province	*Colleges*		*Secondary Schools*		*Primary Schools*		*Special Schools*		*Indirect*	
	Amount	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*
	Rs.		*Rs.*		*Rs.*		*Rs.*		*Rs.*	
Madras	3,430	1.5	42,768	18.2	1,41,075	60.5	16,273	7.0	29,727	12.8
Bombay	10,825	2.6	35,383	8.3	3,10,406	73.0	22,029	5.2	46,353	10.9
Bengal	—	—	25,383	24.7	63,095	61.3	1,930	1.8	12,525	12.2
N.-W. P. and Oudh	5,655	5.3	59,574	56.2	30,040	28.3	672	.6	10,150	9.6
Punjab	7,682	2.3	1,90,323	56.5	68,300	20.3	5,909	1.7	64,532	19.2
Central Provinces	1,500	1.5	54,947	54.4	33,859	33.5	133	.1	10,571	10.5
Burma	—	—	1,22,398	75.0	31,274	19.2	600	.4	8,880	5.4
Assam	—	—	840	12.7	4,401	66.5	510	7.7	871	13.1
Coorg	—	—	—	—	3,780	100.0	—	—	—	—
Berar	—	—	341	1.8	13,930	75.2	—	—	4,265	23.0
Total	29,092	1.9	5,31,957	35.5	700,160	46.8	48,056	3.2	187,874	12.6
Total for 1891-92	28,263	2.0	5,34,480	37.9	6,01,374	42.6	35,099	2.5	2,10,611	15.0

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TABLE 39

Expenditure from Fees, 1896-97

Province	*Arts Colleges, English*		*Secondary Schools*		*Primary Schools*		*Special Schools*		*Total*	
	Amount	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*
	Rs.		*Rs.*		*Rs.*		*Rs.*		*Rs.*	
Madras	1,87,453	30	9,09,100	45	5,43,439	26	24,828	5	20,22,226	30
Bombay	98,009	27	8,39,588	45	4,07,398	12	17,413	5	16,02,178	21
Bengal	3,10,506	42	22,70,680	56	17,66,102	55	72,667	24	48,61,541	44
N.-W. P. and Oudh	72,081	21	4,58,854	35	60,051	8	8,328	8	7,66,235	21
Punjab	59,358	48	4,76,852	43	65,362	12	10,222	6	7,98,590	26
Central Provinces	10,370	21	62,446	22	51,198	13	—	—	1,28,357	12
Burma	4,306	6	2,11,190	37	18,611	8	—	—	2,42,860	19
Assam	666	16	93,007	47	30,083	15	6,728	19	1,30,534	20
Coorg	—	—	6,466	41	3,250	21	—	—	9,716	23
Berar	—	—	20,833	26	26,777	10	—	—	48,696	11
Total	7,42,749	32	53,49,016	48	29,72,271	27	1,48,940	8	1,06,10,933	30
Total for 1891-92	6,31,493	32	45,24,194	46	27,94,145	29	1,22,072	7	88,54,750	29
Percentage of Increase, 1896-97 compared with 1891-92	18		18		6		22		20	

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proportion has risen from 46 to 48 per cent; Bengal (56), and Madras and Bombay (45 each), stand at the top; Berar (26) and the Central Provinces (22) at the bottom. In Primary schools, the proportion has fallen from 29 to 27 per cent. Here Bengal has a proportion (55 per cent) more than double that of any other Province. Madras follows with 26 per cent, while at the other end of the list are the North-West and Burma, with only 8 per cent each. In Special schools, the proportion has risen from 7 to 8 per cent. Bengal again comes first with 24 per cent, followed by Assam with 19. If we take the totals for each Province, it will be seen that Bengal provides nearly half the fees for all India. The order at the top of the list is—Bengal (44 per cent), Madras (30), the Punjab (26); and the order at the bottom—Burma (19), the Central Provinces (12), and Berar (11). In Burma the tradition is deeply rooted that all instruction ought to be gratutious, and the Central Provinces are very poor; but there seems no sufficient reason for the low place taken by Berar, assuming that the returns are correct.

Expenditure on Scholarships

Table 40 classifies the expenditure on scholarships in each Province according to institutions and sources, for the two years 1891-92 and 1896-97.

While the expenditure on scholarships has increased in five years by Rs. 70,670, the proportion that it bears to the total expenditure on education has fallen from 2.40 to 2.26 per cent. The only Provinces that show an increase in this percentage are Bombay, Assam, Coorg, and Berar. In the case of the last three, the reason is that they have to maintain scholars at outside colleges. Madras remains at the bottom of the list, with a proportion of only 1.15 per cent.

The actual increase in the amount allotted to scholarships is at the rate of 10 per cent, compared with 16 per cent in the preceding quinquennium. The amount provided from Public Funds has increased at the rate of 6 per cent, compared with 13 per cent, while the amount provided from Private Funds has increased by 23 per cent, compared with 25 per cent. In each case there has been a decline in the rate of increase. Under Arts colleges, the increase has been 9 per cent, compared with 40 per cent. Under Professional colleges there has been an actual decrease of 22 per cent, compared with an increase of 21 per cent; but in explanation it may fairly be urged that law students do not stand in need of artificial stimulation. Under Secondary schools there

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TABLE 40

Expenditure on Scholarships according to Institutions and Sources, 1891-92 and 1896-97

Province	*1891-92*							
	Institution					*Source*		*Percentage of total Expenditure*
	Arts Colleges	*Professional Colleges*	*Secondary Schools*	*Primary Schools*	*Special Schools*	*Public Funds*	*Private Funds*	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Madras	30,172	6,223	5,473	654	29,683	49,662	22,543	1.23
Bombay	21,248	10,618	34,138	13,045	19,384	42,244	56,189	1.60
Bengal	86,602	28,970	80,953	14,549	3,406	1,91,121	23,359	2.29
N.-W. P. and Oudh	31,538	—	47,624	3,929	11,500	59,545	35,046	2.80
Punjab	20,796	11,350	68,945	13,859	24,130	1,24,427	14,653	5.21
Central Provinces	3,568	1,638	19,338	3,838	1,798	27,934	2,246	3.49
Burma	4,432	450	10,028	1,396	9,724	26,120	—	2.31
Assam	16,104	2,904	19,785	1,648	—	39,460	981	7.81
Coorg	1,675	545	294	—	—	1,530	984	6.42
Berar	1,475	240	7,309	—	—	9,024	—	1.90
Total	2,17,610	63,028	2,93,887	52,918	99,625	5,71,067	1,56,001	2.40
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	—	—
1891-92 compared with 1886-87	+4	+21	+13	+8	+72	+13	+25	—

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TABLE 40 (*Continued*)

Province	*1896-97*							
	Institution					*Source*		*Percentage of total Expenditure*
	Arts Colleges	*Professional Colleges*	*Secondary Schools*	*Primary Schools*	*Special Schools*	*Public Funds*	*Private Funds*	
1	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Madras	23,886	6,487	17,129	521	28,922	53,655	23,290	1.15
Bombay	25,760	9,960	49,332	18,550	25,509	62,289	66,822	1.75
Bengal	94,945	17,616	83,036	19,016	12,380	1,97,023	29,970	2.07
N.-W. P. and Oudh	31,858	—	40,633	635	14,423	46,899	40,650	2.41
Punjab	26,335	12,584	78,832	13,219	24,507	1,35,442	20,035	5.06
Central Provinces	4,384	230	19,436	3,780	2,080	24,577	5,333	2.84
Burma	4,725	—	5,471	3,837	11,273	25,306	—	1.94
Assam	20,874	1,360	24,008	4,021	4,266	50,619	3,910	8.38
Coorg	1,535	900	—	60	—	1,375	1,120	6.07
Berar	1,880	—	7,393	150	—	9,423	—	2.07
Total	2,36,182	49,137	3,25,270	63,789	1,23,360	6,06,608	1,91,130	2.26
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	+9	–22	+11	+21	+24	+6	+23	—
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—

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has been an increase of 11 per cent, compared with 13; under Primary schools there has been an increase of 24 per cent, compared with 8, but the total amount is still only Rs. 63,789; under Special schools the increase has been 24 per cent, compared with 72, showing the encouragement that has been given to Technical instruction.

The following Table 41 gives the proportion of expenditure on scholarships in each of the different classes of institutions, according to Provinces, for the three quinquennial years, 1886-87, 1891-92, and 1896-97.

The proportion of expenditure on scholarships devoted to Arts colleges has fallen in the ten years from 34 to 30 per cent, entirely in the earlier period. In the case of Madras the drop has been from 54 to 31 per cent, and in the Central Provinces from 35 to 15 per cent; but in the North-West there has been an actual increase from 24 to 36 per cent, and in Burma from 8 to 19 per cent. Excluding Coorg, Bengal continues to show the highest proportion (42), while the Punjab and the Central Provinces have now both fallen below Burma.

The proportion devoted to Professional colleges has fallen from 8 to 6 per cent, despite a rise in the earlier period. The North-West gives no scholarships to this class of institutions, and possesses no Medical college of its own. Madras, Bombay, Bengal, and the Punjab each now allot the same proportion (8 per cent), showing a rise in Madras and a fall in Bombay and Bengal. The very high proportion in Coorg (36 per cent), represents a total of Rs. 900, divided among four medical students, two agricultural, and one technical students in Madras colleges.

The proportion devoted to Secondary schools has remained constant at about 41 per cent, despite great variations in the several Provinces. Coorg gives no scholarships to this class of institution. Berar continues to show the highest proportion, though it has dropped from 84 to 78 per cent. Madras has raised its proportion from 6 to 22 per cent, which is still the lowest figure for any of the large Provinces. The Director states in his Report that a more liberal scheme of scholarships, framed in deference to the wishes of the Government of India, took effect from 1st January, 1896; and that the marked increase under Secondary schools is due to this new scheme. The Central Provinces, also have raised their proportion from 43 to 65 per cent. On the other hand, the proportion has dropped in Burma from 42 to 22 per cent, and in the North-West from 52 to 46 per cent. Bombay, Bengal,

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TABLE 41

Proportion of Expenditure on Scholarships in Chief Classes of Institutions, 1886-87, 1891-92, and 1896-97

Province	1886-87					1891-92					1896-97				
	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools	Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Special Schools
Madras	54	2	6	5	33	42	9	7	1	41	31	8	22	1	38
Bombay	27	18	36	9	10	22	11	34	13	20	20	8	38	14	20
Bengal	47	12	35	5	1	40	14	37	7	2	42	8	37	8	5
N.-W. P. and Oudh	24	2	52	7	15	33	—	51	4	12	36	—	46	1	17
Punjab	22	7	50	2	19	15	8	50	10	17	17	8	51	8	16
Central Provinces	35	—	43	—	22	12	5	64	13	6	15	1	65	12	7
Burma	8	7	42	34	9	17	2	39	5	37	19	—	22	15	44
Assam	43	4	47	6	—	40	7	49	4	—	38	3	44	7	8
Coorg	82	14	4	—	—	66	22	12	—	—	62	36	—	2	—
Berar	15	—	84	—	1	16	3	81	—	—	20	—	78	2	—
Average	34	8	41	8	9	30	9	40	7	14	30	6	41	8	15

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and the Punjab each show a small increase, but the actual proportion is much highest in the Punjab.

The proportion devoted to Primary schools has also remained constant at about 8 per cent, but here, too, there are great variations among the Provinces. Burma still stands first, though its actual proportion has fallen from 34 to 15 per cent. Next comes Bombay, where the proportion has risen from 9 to 14 per cent. In the Punjab, the proportion has risen from 2 to 8 per cent, and in Bengal from 5 per cent to the same figure. At the other end of the scale are Madras and the North-West, each with only 1 per cent, the former having fallen from 5 per cent and the latter from 7 per cent.

The proportion devoted to Special schools has risen from 9 to 15 per cent. In Burma alone the rise has been from 9 to 44 per cent, the greater part belonging to schools for surveying. The next highest proportion is in Madras (38 per cent), but the rate of advance has been greater in Bombay (from 10 to 20 per cent): in both these Provinces Technical education is actively encouraged. In the Central Provinces, the proportion has fallen from 22 to 7 per cent. Bengal, though still at the bottom, shows a rise in proportion from 1 to 5 per cent.

Statistics for Native States

The following Table 42 separates the statistics of education in Native States, as regards both institutions and expenditure, for 1891-92 and 1896-97. As explained in Chapter I, only those Native States are included which furnish returns to the several Provincial Departments. By far the largest number are in Bombay, which, in 1896-97, had 153,798 pupils out of the total of 169,271. Almost all the remainder are in the Central Provinces, where the number of pupils nearly doubled in the five years, increasing from 8,864 to 14,839. The State of Sandur, in Madras, has furnished returns since 1893 for one Middle English Secondary school, with 80 pupils, which is apparently supported from fees, endowments, etc., without any grant from State Revenues. The State of Manipur, in Assam, first appeared on the returns in 1895-96; it now shows 8 Primary schools, with 554 pupils, entirely, maintained out of State Revenues.

During the last five years the number of institutions has increased by 21 per cent, and the number of pupils by 26 per cent, indicating the usual improvement in the average strength of schools. The total expenditure has increased by 29 per cent, grants from State Revenues

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TABLE 42
General Statistics of Education in Native States, 1891-92 and 1896-97

Class of Institution	1891-92						1896-97					
	Institutions		Expenditure			Percentage from State Revenues	Institutions		Expenditure			Percentage from State Revenues
	Number	Pupils	State Revenues	Fees	Total		Number	Pupils	State Revenues	Fees	Total	
			Rs.	Rs.	Rs.				Rs.	Rs.	Rs.	
Arts Colleges—English	2	89	28,726	3,480	32,206	89	2	218	38,833	5,148	43,981	88
High Schools	12	2,817	80,938	70,948	1,71,816	47	16	4,305	99,030	91,666	1,99,867	50
English Middle Schools	67	3,647	56,549	20,571	85,059	66	97	5,838	80,620	36,530	1,28,147	63
Vernacular Middle Schools	8	896	2,371	142	5,598	42	13	1,572	3,514	266	7,659	46
English Middle Schools for Girls	1	25	2,822	294	3,116	91	1	22	5,085	259	5,344	95
Primary Schools	1,970	115,644	3,71,167	64,027	5,02,359	74	2,373	142,307	5,32,878	72,119	6,80,158	78
Primary Schools for Girls	181	11,468	52,474	13	58,840	89	220	14,623	79,221	—	84,227	94
Training Schools for Masters	2	85	12,754	59	12,813	99	2	73	12,932	159	13,100	99
Training Schools for Mistresses	2	21	7,490	—	7,889	95	2	30	10,320	—	10,320	100
Industrial Schools	3	166	7,385	—	8,248	90	4	271	27,006	—	27,006	100
Other Schools	—	11	—	—	—	—	1	12	—	—	—	—
Total	2,248	134,869	7,31,584	1,59,576	9,97,603	73	2,731	169,271	9,70,664	2,06,147	12,84,602	76
Percentage of Increase 1896-97 compared with 1891-92	—	—	—	—	—	—	21	26	33	29	29	—

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alone having increased by 33 per cent, and fees by 29 per cent. The proportion of the total expenditure derived from State Revenues is no less than 76 per cent, having risen from 73. The two Arts colleges in Bombay, at Kolhapur in the Southern Mahratta country and Bhavnagar in Kathiawar, are dependent on State Revenues for 88 per cent of their expenditure. In Secondary schools the proportion falls to about 50 per cent, but in Primary schools it rises again to 78. The large proportion of State Revenues devoted to schools for girls, and also to Industrial schools, is noteworthy.

The Punjab Report gives some educational statistics for the Native States in that Province. The total number of pupils in all institutions for 1896-97 is returned at 22,097, of whom 1,498 were girls. There are three Arts colleges—in Patiala, Bahawalpur, and Kapurthala—with 113 students, of whom 52 are in the Oriental department; 43 Secondary schools, with 6,099 pupils; 171 Primary schools, with 6,766 pupils; and 6 Special schools with 139 pupils. Of Private institutions, 117 are classed as advanced, with 1,290 pupils, and 680 as elementary, with 7,690 pupils. As compared with 1891-92, the total number of boys under instruction has increased by 9 per cent, and the number of girls by 6 per cent.

Controlling Agencies

Scope of Chapter

This chapter deals: (1) with the Departments of Public Instruction in each Province, which are responsible, not only for direction and inspection, but also for the actual management of a large proportion of the schools, and (2) with other controlling agencies, such as District and Municipal Boards, which exercise varying degrees of authority in the different Provinces. No attempt will be made to explain the several Provincial systems. For this, reference must be made to Sir Alfred Croft's Report of 1886, which described very fully the nature and extent of the educational powers transferred to District and Municipal Boards, in accordance with the recommendations of the Education Commission. All that need be done here is to summarise the information on these subjects contained in the Reports of the Directors, thus showing the more important changes that have taken place during the quinquennium. But it must be premised that this information is in no case very full, and sometimes extremely meagre.

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Reorganisation of the Education Department

The most important change during the quinquennium is the reorganisation of the Education Department, in accordance with the recommendation of the Public Service Commission. This was effected by a Resolution of the Government of India, dated 23rd July, 1896, but it does not appear whether it came into actual operation in every Province before the close of the official year. The new scheme does not extend to Burma or Berar, and applies only in a minor degree to Assam and Coorg. Its general result is to abolish for the future what is termed the Graded Service, and to divide the Education Department, as the Judicial and Executive Services have already been divided, into (1) the superior, and (2) the subordinate service. The former is again sub-divided into (a) the Indian Educational Service, including all posts to be filled by persons appointed in England, and (b) the Indian Provincial Service, including all posts to be filled by recruitment in India. In view of the far reaching nature of the changes that will follow from the new scheme, copious extracts are here quoted from the Resolution:—

"The recommendations of the Public Service Commission regarding the Education Department . . . were that:—

(1) The graded lists of the superior branch should be abolished, due regard being had to the interests of existing incumbents.
(2) Recruitment should be made in England only for:—

   (a) Principalships of colleges.
   (b) Professorships in those branches of knowledge in which the European standard of advancement has not been attained in India; and
   (c) A smaller number of Inspectorships than at present.

(3) Recruitment of Professors should ordinarily be of specialists, and, when practicable, for a term of years, with power of re-appointment.
(4) The remuneration of officers recruited in England should be fixed with reference to the attainments required and the duties to be performed in each case.
(5) All educational appointments, other than those in the graded lists of the superior branch, should be filled up locally by the

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existing mode of recruitment on the principles recommended in the Report as to conditions of service for the general Provincial Service.

(6) There should be in each Presidency, and in the larger Provinces, at least one college with a staff of Professors capable of teaching up to the highest European standards, under a European Principal, and the same object should be kept in view in smaller colleges as far as practicable; and

(7) The inspection of schools and colleges should be carried on by an agency entirely separate from the teaching staff and recruited from a different source, recruitment being more largely made than heretofore in India.

In paragraphs . . . of the Despatch of 25th March, 1891, . . . which were intended to place before the Secretary of State for his opinion a general indication of the conclusions which the Government of India were disposed to adopt, they stated their objections to the immediate abolition of the Graded Service, on the grounds that they did not desire either to dispense with the services of the existing staff of officers, or to compensate them, and that it was not then possible to determine what system should be substituted for the one then in force. The plan of engaging officers for terms of years was then under trial, but sufficient experience had not been gained to show whether it would be a success, and what permanent arrangements as to pay and pension should be made. The system had . . . the manifest advantage of securing a succession of fresh men as Professors; but it had not been established that the prospect of temporary service in India without claim to leave and pension was attractive enough to secure competent Professors, or that, for the work of Professors of ordinary subjects, experience of India was not of still greater importance than freshness of knowledge. Such experience . . . was essential in the case of Inspectors; and in view of the transfer of the control of education to local bodies, and of the extension of the grant-in-aid system, they wished to maintain such a European element in the inspecting staff as would enable them to test with unfailing accuracy from time to time how teaching was being conducted in each part of the country. They accordingly recommended that a certain proportion of the inspecting staff of

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each Province should continue to be recruited in England, the minimum being fixed according to local circumstances. The question of pay had to be considered in its relation to the officers to be recruited, (a) in England, and (b) in India. So far as the former were concerned, the Government of India were disposed to think that a maximum pay of Rs. 1,200 a month was sufficient for the Principalship of a college, and Rs. 800 a month for a Professorship or Inspectorship under the arrangement of temporary contracts. The pay of members of the Subordinate Educational Service ... varied in different Provinces. It was highest in Bengal, where it rose to a maximum of Rs. 500; while in the North-West Provinces and the Punjab, it did not, though special officers drew higher rates, ordinarily rise above Rs. 300 and Rs. 350 respectively. The Government of India recommended that two grades should be added to the Provincial Service in Bengal—one on Rs. 600 and one on Rs. 700—for Professors and Inspectors recruited in India, and remarked that a similar addition would be necessary in other Provinces, and that an increase in expenditure in any Province would have to be covered by a decrease resulting from reductions in the graded list. Such an arrangement would ... suitably provide for the claims of senior officers appointed Inspectors or Professors; and while it would result in the disappearance of the existing difference between the Graded and the Subordinate Service, would make it possible to maintain the principle of the Public Service Commission's Report by dividing the new Educational Services into two classes—the Provincial, including all posts above Rs. 200 in value; and the Subordinate, comprising all appointments on Rs. 200 or less.

"In his Despatch of 28th January 1892, the Secretary of State [Viscount Cross] agreed that the Graded Service should not be at once abolished; but remarked that the intention of the Public Service Commission had been, not to interfere with officers already in the Graded Service, nor to abolish all permanency of service, but to provide that for the future officers recruited in England should, in the first instance, be engaged for a short term with a power of re-appointment, which would be exercised if their services were judged to be valuable. His Lordship observed that this proposal was, in fact, a restoration of a long-established practice which had fallen into disuse (inasmuch as the written

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terms of appointment were nearly always for five years only), and desired that in future it should have definite effect, the first five years of an officer's service being regarded as probationary, and his future employment being made dependent on the judgment passed on his services during that term. In exceptional cases . . . a simple engagement for a short term of years or on other special conditions might be made. While concurring generally in the remaining recommendations of the Government of India, His Lordship suggested that their policy should be explained in greater detail, lists being prepared to show in the case of each Province the Principalships, Professorships, and Inspectorships which should form the higher staff recruited in England, and also those which it might be proposed to fill by appointing members of the Provincial Educational Service recruited in India. Viscount Cross proceeded to indicate those measures to which he was prepared to give favourable consideration. Observing that the general purport of the proposals of the Public Service Commission was to diminish the number of officers recruited in England and to raise their standard of quality, he said that to secure University men of high attainments a fairly attractive prospect must be offered; and that, if cost were reduced by the transfer of some officers from the graded lists to the Provincial Service, somewhat more favourable terms might be conceded to graduates in honours appointed in England. His Lordship remarked that, as the Educational Departments in the several Provinces were, with one exception, very small, promotion was slow, and the advance from the fourth (Rs. 500—750) to the third grade (Rs. 750—1,000) of the graded list was long deferred; and he therefore thought that the Professoriate would be placed on a better footing if all Professors were allowed to rise in ten years' service to a salary of Rs. 1,000 a month, the probationary five years being passed either on a salary of Rs. 500, rising to Rs. 750 by yearly increments of Rs. 50 per mensem, or on a fixed pay of Rs. 600 or Rs. 700 a month, and their salary rising, in the second term of five years, from Rs. 750 to Rs. 1,000 a month. His Lordship further suggested that the Government of India should consider the question whether higher pay should not be open to a Professor as such, and expressed an opinion that the higher salaries of classes I and II of the Graded Service should be almost

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invariably attached to the Principalships of colleges and the senior Inspectorships. He suggested that it might be found a preferable plan to attach to the office of Principal a special pay of Rs. 250 to Rs. 500 per mensem on account of the extra work and responsibility falling on the Professor who undertakes it. Of the Inspectorships he thought that at least one-half might be transferred to the Provincial branch of the service at an early date. His Lordship did not look with favour on the appointment of Professors to officiate as Inspectors, though he admitted that a permanent transfer from the former office to the latter might sometimes be in the public interest. He suggested, also, that the position of headmasters recruited in England, which had never been satisfactory defined, was of sufficient importance to merit attention in the future organisation of the Department. His Lordship observed, in conclusion, that any conditions of continued service after the term of probation which might be finally sanctioned would be extended to those gentlemen who, while the future position of educational officers was under discussion, were engaged as ungraded officers for five years only, with no furlough or pension advantages

The Secretary of State's Despatch was circulated in the spring of 1892 for opinion to Local Governments and Administrations, and they were at the same time asked to submit detailed schemes for the re-organisation of the Superior Educational Service on the lines marked out in His Lordship's Despatch. Having considered the replies of Local Governments and Administrations, the Government of India, in their letters of 22nd August, 1893, communicated to Local Governments and Administrations the decision they had arrived at on many of the points under discussion, and in calling for the proposition-statements requisite to display the financial effect of the reorganisation requested a further expression of opinion on some questions which remained unsettled. One of these was the question, which had been raised by the Secretary of State, whether any increase of pay should be given to officers recruited in England after they have attained the maximum of Rs. 1,000 a month. The Government of India were inclined to favour a modification of a proposal made by the Government of Bombay, and made a suggestion that an officer of 15 years' approved service whose total salary did not exceed

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Rs. 1,000 should be given a special allowance of Rs. 100 a month. It was at first intended that an officer not considered worthy of that special allowance should be required to retire, but that proposal has since been dropped. Another question referred to Local Governments . . . related to the pay to be given to members of the Provincial Service when acting in temporary vacancies in posts ordinarily filled by members of the Educational Services recruited in England. The last of the replies to the . . . letters of 22nd August 1893, was received in March 1894; but it was not till August 1895 that the Government of India received the final reply of the Government of Bengal upon certain questions which it was found necessary to further discuss with that Government before a complete scheme could be placed before the Secretary of State. The scheme was finally placed before His Lordship in December 1895, and the general features of the organisation, as approved by him, are set forth below.

It must be observed, in the first place, that the reorganisation will affect only the Educational Department in Madras, Bombay, Bengal, the North-West Provinces and Oudh, the Punjab, and the Central Provinces. In Burma there are in the service of Government no Principals or Professors of colleges, and the Chief Commissioner's view has been accepted that the Province is not ready for the constitution of a Provincial Educational Service. It has also been decided that the Inspectorships of schools in Burma must be filled by recruitment in England, and that they should be filled in future on conditions similar to those on which officers will be recruited for the Indian Educational Service generally. There is, therefore, no proposal for a general reorganisation of the service in Burma. In Assam, the Director of Public Instruction will be the only officer recruited in England, and he will be recruited for on the Bengal establishment. There will be no Provincial Service in Assam, since all the educational officers except the Director will be in the Subordinate Service. The Inspector of Schools for Coorg belongs to the Madras Educational Department, and the question of the recruitment and pay of future incumbents of the post of headmaster of the Mercara Central School need not be considered until the time comes for the appointment of the next officer. The opinion of the Resident at Hyderabad that the Educational Department in Berar may with

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advantage be left upon its present footing, has been accepted by the Government of India.

In accordance with the principles which have been adopted for the judicial and executive services and some other Departments, the Educational Department will in future be broadly divided into (A) the Superior Service, and (B) the Subordinate Service. The former will consist of two branches, one including all posts to be filled by persons appointed in England, which will be called 'The Indian Educational Service'; and the other including all posts to be filled by recruitment in India, which will be known as 'the Provincial Educational Service' (of Madras, Bombay, Bengal, and so forth). The words 'appointed in England' may be added after 'The Indian Educational Service' whenever particular differentiation is needed.

The principles upon which appointments recruited for in India are to be classed in the Provincial or in the Subordinate Service are:

(1) That the line between the two services shall be drawn rather according to the nature of the office held than according to pay;

(2) The generally Professors, Inspectors, and Joint and Assistant Inspectors are to be included in the Provincial Service, and Deputy-inspectors, headmasters of District schools, and officers of lower rank in the Subordinate Service;

(3) As regards other offices, that those carrying less pay than Rs. 200 a month should not, except for very special reasons, be placed in the Provincial Service; and that, on the other hand, offices on higher pay than Rs. 200 (such as the senior Deputy-inspectorships in Bengal) may, at the discretion of the Local Government, be classed in the Subordinate Service.

The Government of Bombay recommended that Deputy-inspectors of schools and headmasters of High (*i.e.*, *zila*, or District) schools in that Presidency should be placed in the Provincial Service; but the Government of India have come to the conclusion that, in accordance with the principles stated above, it is necessary that they should be placed in the Subordinate Service, as in other Provinces. The duties of a Deputy-inspector in

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Bombay or in Bengal are confined to a single District, and the status of such an officer is not comparable, for instance, with that of Assistant and Joint Inspectors in Bengal, whose jurisdiction extends over several Districts, and is really conterminous with the jurisdiction of the Commissioner of Division, and who have properly been classed as Provincial officers. Similarly, head-masters of High schools in Bombay are neither better paid, nor of better social or educational status, than headmasters of *zila* schools in Bengal who belong to the Subordinate Service. While, however, the Government of India have not been able to accept in its entirety the view of the Government of Bombay as to the classification of headmasterships of High schools, they have agreed to the inclusion in the Provincial Service of the headmasters of certain collegiate schools in Bombay—namely, the Elphinstone, Poona, Ahmedabad, and Karachi High schools. The view of the Government of Madras has been accepted, that in that Presidency the Provincial Service may be organised by grades on the basis of pay, since in the result the line between the Provincial and Subordinate Services is much the same as that drawn elsewhere. In the North-West Provinces and Oudh, four headmasterships of District schools on Rs. 400 a month and two on Rs. 350 a month have been classed in the Provincial Service, on the understanding that the schools, to which these officers are appointed, are of the collegiate class. The Government of the Punjab recommended that the registrar of the Educational Department in that Province should be included in the Provincial Service; but the status of this officer did not, in the opinion of the Government of India, justify his retention on this list, and he has been entered in the Subordinate Service.

In other respects, the several Provincial schemes adhere generally to the principles enunciated above; but in Bengal and the Punjab the inclusion in the Provincial Service of the grade of Rs. 150 has been permitted, as it was represented that efficient men can be obtained on that salary. The maximum salary is, however, everywhere the same, namely, Rs. 700 a month. On the repeated recommendation of the Government of Bengal, a certain number of Deputy Inspectors, masters, etc., at present in Government employ have been included in the Bengal Provincial Service on personal grounds, on the understanding that the concession will

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not extend to their successors in office.

. . . Except in the Central Provinces, the post of Director of Public Instruction has been excluded from the list of appointments in the Superior Educational Service. This omission has been made in accordance with the decision of the Secretary of State, communicated in his despatch of 12th March [1896]. His Lordship observed—

'In ... paragraph of your letter, it is stated that Local Governments and Administrations have been informed that the omission from the list of educational appointments of the office of Director of Public Instruction should not interfere with the principle that, *ceteris paribus*, it is to be given to a member of the Educational Service. I am aware that this principle is founded on a Despatch of the Secretary of State dated so long ago as 7th April, 1859. I have, nevertheless, considerable doubt whether it is expedient now to reaffirm it, or to renew any pledges that might be understood as establishing a right of priority in favour of the Department. The office of Director of Public Instruction is one of very great importance, and demands in the holder of it not only attainments of high order, but considerable administrative capacity. The questions that are raised are often of great public interest. The Director controls a Department in intimate relation with Municipal Councils and District Boards, and he has to deal with the managers of numerous Aided colleges and schools, as well as with the teachers employed in the Government institutions under his supervision. A very important part of his work is to watch and stimulate the progress of Primary instruction—a matter in which he has to enlist the co-operation of the District officers throughout the Province in which he is employed. In many of the Provinces the Departmental staff is far too small to afford any guarantee for the presence among its members of an officer thoroughly qualified for these important administrative functions. On full consideration of the past history of the Department, I have arrived at the conclusion that the Local Governments and Administrations should be allowed a free hand in the selection of a Director, and should not be fettered by any rule or instruction purporting to give a preferential claim to any officer of any particular Department."

The scale of pay for officers of the Indian Educational Service

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will be that proposed by Viscount Cross, namely:—

(a) During the probationary period of five years, Rs. 500-50-700 a month; it being open to the Secretary of State to offer a fixed pay of Rs. 600, or even Rs. 700, in special cases, when the services of a competent officer cannot otherwise be secured;

(b) In the second period, Rs. 750-50-1,000, the maximum being attained at the end of ten years from first appointment.

This will be the general rule, but in certain exceptional cases it may be necessary to appoint persons with special qualifications on higher rates of pay. There are also several appointments which have been included in the Indian Educational Service list, because they will have to be recruited for in England as a rule; but these appointments will carry special salaries, and the holders of them will not, as a matter of course, be eligible for the pay of Rs. 500 rising to Rs. 1,000, which will be reserved for Professors, Inspectors, and Principals.

Although the position and prospects of officers of the Indian Service will, under the reorganisation of the Department, be considerably improved in the earlier years of their service, it appeared to the Government of India to be undesirable and likely to create discontent in the Department, that a large proportion of its members should attain, after ten years service, to the highest pay open to them. It has accordingly been decided to give a special allowance of Rs. 100 a month after fifteen years' service to officers whose total salary does not exceed Rs. 1,000, and who are considered by the Local Government to merit this increase of pay. The plan suggested by the Secretary of State in 1892 of attaching personal allowances to the office of Principal and senior Inspector of schools has been adopted. There will be two grades of allowances of Rs. 250-50-500 and Rs. 200-10-250 a month respectively, so as to correspond to some extent with the higher rates of pay in the graded list which will be supplanted by the new system. The allowances will be strictly personal within the meaning of the Civil Service Regulations, *i.e.*, they will be held continuously by officers whether on duty or on leave . . . and will not be given to those who act for them during their absence.

* * *

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In connexion with the suggestion made by Lord Cross, that at least one-half of the Inspectorships should at an early date be transferred to the Provincial branch of the Educational Service, the following distribution of Inspectorships between the Indian and Provincial Services in each Province has been decided on:—

Madras—Two Inspectors to be recruited in England and two in India.

Bombay—Three Inspectors to be recruited in England and two in India. It is not possible to transfer more than one Inspectorship to the Provincial list, as two of the Inspectors inspect the large European or Indo-European schools in the presidency town and in Poona for boys and girls, for which institutions it is essential, in view of the curriculum and other circumstances, that there should be European supervision, and the special circumstances of Sind require that there should be a European Inspector for it.

Bengal—Four Inspectors (including the Inspector of European schools) to be recruited in England, and four Inspectors (one being a Joint Inspector for Orissa) to be recruited in India.

N.W. Provinces and Oudh—Three Inspectors to be recruited in England and two in India.

Punjab—Three Inspectors to be recruited in England and two in India. A third Inspectorship will be transferred to the Provincial Service as soon as there is a prospect of securing a sufficiency of Native gentlemen of the Province with the necessary qualifications. This cannot be done at present, with due regard to the full efficiency of the service.

As observed above, the Secretary of State expressed, in 1892, his doubts whether Professors should be appointed to act as Inspectors, though he was of opinion that the permanent transfer of an officer from a Professorship to an Inspectorship might sometimes be in the public interest. It has since been decided, however, to allow full discretion in this matter to Local Governments and Administrations, on the ground that they are in the best position to judge when such transfers are desirable or necessary.

It was observed in the Secretary of State's despatch of 28th January, 1892, that the position of headmasters recruited in England had never been very satisfactorily defined, but that it was

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of sufficient importance to merit attention in any future reorganisation. Headmasters recruited in England are at present found only in the Bombay Educational Service; and it has been decided that three headmasterships in that service should be recruited for in England, that a pay of 500-50-750 a month should be assigned to each, and that the holders of them should be eligible for vacancies among the Inspectorships reserved for the Indian service. One more headmastership will also be recruited for in England, namely, the headmastership of the Central Model School in the Punjab; but this will be a special appointment carrying a salary of Rs. 400 a month.

All officers appointed in England will be eligible for the more favourable leave rules contained in Chapter XIII of the Civil Service Regulations. Their pensions will be regulated by the ordinary Superior Service Pension Rules. . . . Directors of Public Instruction will . . . be eligible for an additional pension of Rs. 1,000 a year, provided that they have rendered not less than three years of effective service in the appointment, and provided, also, that in each case during such service they have shown such special energy and efficiency as may be considered deserving of the concession. The probationary service of officers whose services have been continued beyond the probationary period, as well as the previous service of those who have been engaged, in the first instance, on temporary contracts without leave or pension advantages, but have been subsequently confirmed, will reckon towards leave and pension as well as towards increments under the new scheme.

It has been decided that no officer now in the Graded Service should suffer by the reorganisation of the Department. Every European officer, therefore, who has been permanently appointed to the graded list will be given the option of coming under the new scheme or of continuing on the graded list and obtaining promotion as vacancies occur in it, subject to the condition that only those considered fit for promotion will get it. Those officers who elect to come under the new scheme will count their past service on the graded list for the purpose of fixing their pay and increments as well as towards leave and pension. All officers appointed to the graded service as Natives of India, most of whom are drawing two-thirds of the salary of European officers, will be

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given the choice of continuing in the graded service subject to the two-thirds rule, and entering the Provincial Service. The principle that existing members shall in no case suffer by the reorganisation will be equally applicable to the Provincial Service. In future, Natives of India who are desirous of entering the Educational Department will usually be appointed in India and to the Provincial Service.

It will be open to Local Governments and Administrations, whenever occasion arises, to provide for temporary vacancies in posts ordinarily filled by members of the Educational Service by appointing members of the Provincial Service to officiate. In all such cases the acting Provincial officer will receive a uniform allowance of Rs. 100 a month, subject to the proviso that the salary of the acting incumbent shall not be higher than the pay of the officer for whom he acts.

. . . It is only necessary, in conclusion, to observe that discretion will be allowed to Local Governments and Administrations as to the time within which the scale of numbers and pay fixed for the Provincial Services shall be fully worked up to. As the effect of the reorganisation scheme is to reduce the staff of officers recruited in England and to augment the Provincial staff, increases or improvements in the latter may fairly, if necessary, await funds being set free by changes in the Graded Service."

Under the new scheme, the Indian Educational Service, in the Provinces to which it applies, will ultimately consist of the following officers: Inspectors, 21; Principals, 20; Professors, 36; other appointments, 15; total, 92. The Provincial Services will ultimately consist of the following officers: Inspectors, 14; Junior and Assistant Inspectors, 33; Professors, 80; Junior and Assistant Professors, 11; Headmasters, 40; other appointments, 29; total, 207. The grand total of the two branches of the superior service will therefore consist of 299 appointments, of which 131 will be in Bengal, 54 in Madras, 44 in Bombay, 35 in the North-West, 25 in the Punjab, and 10 in the Central Provinces.

The general result of the revision of the establishment may also be shown for each Province. In Madras, 22 officers of the Indian Educational Service will take the place of 24 existing officers, with a reduction of pay from Rs. 18,250 to Rs. 16,893. The appointments in

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the Provincial Service will be increased from 30 to 32 in number, and the pay from Rs. 9,757 to Rs. 10,850. Two appointments will thus be transferred from the Indian to the Provincial Service, while the total pay will be reduced by Rs. 264. In Bombay, the number of officers in the Indian Service will remain the same as at present, with an insignificant decrease in pay. The Provincial Service is divided into two classes, of which class I. will also remain unaltered in number, with a slight decrease in pay; while class II. will be reduced from 24 to 9 members, with a corresponding decrease in pay. Altogether, the superior service will be reduced from 59 to 44, and the pay from Rs. 28,988 to Rs. 25,567. In Bengal, 27 officers of the Indian Service will take the place of 41 existing officers, with a reduction of pay from Rs. 34,350 to Rs. 23,333. The appointments in the Provincial Service will be increased from 100 to 113 in number, and the pay from Rs. 23,350 to Rs. 29,250. Altogether, about 13 appointments will be transferred from the Indian to the Provincial Service, while the total pay will be reduced by Rs. 5,117. In the North-West Provinces and Oudh, the officers in the Indian Service will be reduced from 12 to 11, and the pay from Rs. 11,233 to Rs. 9,683; while the Provincial Service will correspondingly be increased from 23 to 24 in number, and from Rs. 6,577 to Rs. 7,750 in pay. One officer will thus be transferred from the Indian to the Provincial Service, and the total pay will be reduced by Rs. 377. In the Punjab, the officers in the Indian Service will be reduced from 9 to 8, and the pay from Rs. 7,883 to Rs. 6,650; while the Provincial Service will correspondingly be increased from 16 to 17 in number, and from Rs. 5,083 to Rs. 6,100 in pay. Here, again, the net result is a transfer of one officer from the Indian to the Provincial Services and a reduction of Rs. 215 in the total pay. In the Central Provinces the Indian Service will be increased from 5 to 6 in number, and from Rs. 4,033 to Rs. 5,283 in pay; while the Provincial Service will remain unchanged in number, at 4, but receive an increase in pay from Rs. 1,100 to Rs. 1,233. The total pay will thus be increased by Rs. 1,383.

Strength of the Inspecting Staff

The following Table 43, compiled from the Provincial Reports, gives the number of inspecting officers of all grades in each Province, for the two years 1891-92 and 1896-97. The classification varies in the different Provinces, so that it would be futile to compare the figures;

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TABLE 43

Classification of Inspecting Staff, 1891-92 and 1896-97

Province	Inspectors		Assistant Inspectors		Deputy or Sub-Assistants		Sub-Inspectors or Assistant-Deputies		Inspecting School-masters		Superintendents of Hill and Primary Schools		Inspectresses	
	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97	1891-92	1896-97
Madras	4	4	9	9	60	62	—	—	217	255	6	6	2	2
Bombay	4	5	1	—	24	28	47	52	—	—	—	—	—	—
Bengal	6	6	10	10	47	48	194	210	921	479	—	—	1	1
N.-W. P. and Oudh	5	5	8	9	47	—	30	—	—	—	—	—	—	—
Punjab	4	5	7	7	30	30	—	—	—	—	—	—	1	1
Central Provinces	3	4	—	—	22	25	—	3	—	1	—	—	—	—
Burma	3	4	—	—	27	(?)	2	(?)	—	—	—	—	—	—
Assam	1	1	—	—	4	4	24	24	1	15	6	7	—	—
Coorg	1	1	—	—	11	—	—	—	—	—	—	—	—	—
Berar	1	1	—	—	7	7	2	3	—	—	—	—	—	—

Note: The returns for Burma are defective.

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but it is evident that the system of employing schoolmasters as subordinate inspectors is growing in favour in Madras and Assam and declining in Bengal.

The head of the Educational Department, who bears the title of Director of Public Instruction, is not included in this table (except for Assam and Coorg), though inspection usually forms part of his duties. In Assam, the Director ranks with Inspectors elsewhere. In Coorg, there is no Director; the head of the Department is the Inspector of the Central Circle of the Madras Presidency, whose official superior for this purpose is the Chief Commissioner. The Director in Berar is a Native of India.

The Inspecting Staff in Madras

The number of inspecting officers of the three highest grades remained unaltered in Madras throughout the quinquennium, though some change has been made in the distribution of their duties. It seems that only one Inspector out of five is a Native of India. Two additions have been made to the list of Sub-assistants—one for girls' schools and the other for Mappilla schools. The number of inspecting schoolmasters has been increased by 17 per cent. Proposals for placing this inspecting agency on the Provincial establishment were submitted to Government in 1891; but, mainly on financial grounds, the scheme was ordered to stand over. Inspecting schoolmasters, with three exceptions, are paid from Local Funds; all other inspecting officers from Provincial Revenues.

Since 1892, the work of the inspecting staff has been thus distributed. It is the duty of the Inspectors to inspect and examine second-grade colleges under Board and private management, Upper Secondary schools and departments, Secondary Training schools, Technical, Industrial, and Art schools, as well as schools for Europeans. It is the duty of Assistant Inspectors to inspect and examine Lower Secondary schools and departments, Primary Training schools, and Upper and Lower Primary schools in Municipalities generally, and at the head-quarters stations of executive officers. It is the duty of Sub-assistant Inspectors to inspect and examine Upper and Lower Primary schools in Madras city and outside the limits above-mentioned. Primary schools for girls are inspected and examined by Sub-assistants, and all other girls' schools by the Inspectresses. A comprehensive code, issued in 1897, describes the constitution of the inspecting agency,

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defines the powers of officers of each grade, and details their duties in relation to the Department, to District and Municipal Boards, and to private educational bodies.

The inspecting schoolmasters are the servants of the District or Municipal Boards, by whom they are appointed and by whom they are paid. No minimum educational qualification has been prescribed for the post; and out of the total number of 255, only 157 are trained men. On them rests the responsibility of improving Indigenous schools and opening new schools in rural tracts. Their duties are contained in an appendix to the code. An inspecting schoolmaster is required to spend three weeks in each month on tour, except in April, when he is expected to assist the higher inspecting officers in the compilation of annual returns. His monthly diary is subject to a double scrutiny: (1) by the Sub-assistant and Assistant Inspectors, and (2) by the presidents of District Boards. During 1896-97, the inspecting schoolmasters visited 5,317 villages having no schools of their own, started 2,557 schools, and brought 2,666 Unaided schools upon the Aided list.

The six superintendents of Hill schools are employed for the supervision of schools in the Ganjam, Vizagapatam, and Godavari Agencies, under the immediate control of the Government Agents and their assistants. A proposal that these superintendents should be replaced by Sub-assistants, as elsewhere, has been abandoned, because the Agents concurred in considering such a change inexpedient, in view of the nature and extent of the Hill tracts.

The Inspecting Staff in Bombay

In Bombay, the returns show five Inspectors against four in 1891-92; but this change is due to the separation of Kathiawar from the Northern Division. The Native States of Kathiawar now employ their own Inspector, who formerly ranked as an Assistant. The number of Deputy-inspectors has increased by one, and of Assistant-deputies by 10.

The Director gives the following description of the duties and responsibilities of the inspecting staff, which shows how largely the department conducts the actual work of administration:—

> "The Inspectors of the Central, Northern, and Sind Divisions are Europeans; the Inspectors of the Southern Division and Kathiawar are natives of India. The Inspector is responsible directly or

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indirectly for all kinds of education in his Division, personally inspects all the larger institutions and such of the smaller and Primary institutions as he can see during his tour. There is no code of instructions for the Inspector, but there is a code for the Deputies and their Assistants, in which their duties are described in sufficient detail.

Below the Inspector, the Deputy-inspectors are allotted to each revenue unit or Collectorate. The Deputy is responsible to the Inspector directly for the schools maintained by the District Local Board, which are managed by the Department. The District Local Board passes the annual and supplementary budgets, and the *taluk* committees decide the opening and closing of schools, the rates of fees and free admissions; but otherwise the Deputy-inspector administers the schools. He therefore holds a most responsible position, and on him depend to a great extent the prosperity of our village schools and the contentment of the masters. Besides this direct administrative work, the Deputy-inspector is the adviser of Municipal Boards which administer their own schools, and of other Aided agencies, and is responsible for the efforts made to improve Unaided schools and to bring them on the Aided list.

According to the size of the Collectorate, the Deputy has below him two or three Assistants. These are examining officers, and do not administer. They divide the annual examination work of the Collectorate with the Deputy-inspector, in such a manner that each officer may by degrees become acquainted with the whole of the District in which he is employed. They are usually well educated men, able to help in the examination of English as well as Vernacular schools, but a few are specially selected Vernacular masters.

No inspecting *pandits*, or schoolmasters, are employed in the Bombay Presidency. The experiment was tried years ago; but it was found that the schoolmasters selected usually neglected their own schools, and tyrannised over the masters whom they were supposed to assist. Such officials, also, are not required in a system which provides for the inspection *in situ* of each school, whether Municipal, District Board, or Aided, by a member of the regular inspecting staff.

There are no Inspectresses of schools in the Presidency as yet, and it may be long before funds are available for such appointments.

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But, with larger resources, Bombay would, perhaps, follow the example of Madras, especially in Sind, where the *pardah* system is prevalent, and the visits of men to girls' schools are not appreciated."

The Inspecting Staff in Bengal

In Bengal, as in Madras, the number of inspecting officers of the three highest grades remained unaltered during the quinquennium. Under the reorganisation of the educational service, which came into operation in 1897, after the close of the official year, the number of Inspectors has been raised from six to eight. There is now an Assistant Inspector in each Commissioner's Division, except Orissa; while two Assistants are specially engaged in promoting the extension of education among the Muhammadan community. The number of Deputy-inspectors has increased by two, and the number of Sub-inspectors by 17; but there is still only one Sub-inspector to an average of 251 schools throughout the Province. The necessity for increasing the staff is admitted, if it were not for the limited means at the disposal of District Boards. The subsidiary inspecting agency shows a decrease from 921 to 479, owing to the gradual displacement of chief *gurus* by whole-time *pandits*. Both systems are unfavourably spoken of. The chief *guru*, having his own school to look after, cannot give sufficient time to the inspection of the other schools in his neighbourhood; while the *pandits* are accused of favouritism, taking bribes, and falsifying their diaries. The alternative recommended is the employment of additional Sub-inspectors.

Next to the Director, the Inspector is the chief executive officer of the Department, with general supervision over education, both Secondary and Primary, in his Circle. In some cases he has also onerous duties to perform in connection with the Text-Book Committees. The Assistant Inspector is not "a separate link in the administrative chain," his special function being to collect information for the use of the Inspector. The Inspectress devotes her attention to girls' schools in Calcutta and others under Missionary management. The Deputy-inspector is the chief executive officer of the Department in his District. He inspects all schools below the grade of *zila* schools, looks after Secondary and Primary education under the control of the Inspector, supervises the work of the Sub-inspectors, and, as a member of the District Board or District Committee, helps those bodies with

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advice and suggestions. The duties of the Sub-inspector are chiefly concerned with Primary schools. In addition to inspection, he is expected to train the masters in the art of teaching and to look after the material improvement of the schools. He has also to supervise the work of inspecting *pandits*. The duties of the inspecting *pandit* are very much of the same kind, within a limited area and with restricted powers. The qualifications generally demanded from candidates for the post of Sub-inspector are: that he must either be a B.A., or have passed the F.A. examination and have served for three years as a teacher in a High school or as headmaster of a Middle English school.

The Inspecting Staff in the North-West Provinces and Oudh

Under the reorganisation of the educational service, the number of Inspectors has been increased from four to five, who are all Europeans. Each of them is in charge of a Circle, consisting of from 10 to 12 Districts, except the Inspector of European schools, stationed at Naini Tal, who has under him only the three Districts of the Kumaon Division. Proposals are under consideration for a large increase in the subordinate inspecting staff. At present, the rules prescribe far more work than, with the growing number of schools, it is possible for the officers to accomplish, even in the most cursory way; and many of the new Aided Primary schools cannot be inspected at all. As the Director remarks, expenditure on inspection is, rightly speaking, expenditure on Primary education, especially in these new schools, which need an inspector as much as a master, if the education given in them is to be worth the small sum it costs.

The Inspecting Staff in the Punjab

In the Punjab, there are five Inspectors, one for each of the Circles into which the Province is divided for educational purposes. One of them is also in charge of the European schools, and two are Natives of India. The number of Assistant Inspectors is seven, two Circles each having two; and it is stated that the urgency for supplying two more Circles with a second Assistant becomes more pressing every year. The next grade in the staff are styled District Inspectors, of whom there are 30 in all—one for each District (except Simla and Kohat), and an Assistant District Inspector for Sialkot, paid from District Funds. It is hoped that the Sialkot experiment may be extended to other Districts.

According to the regulations, Inspectors are required to visit,

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during the winter, all the Secondary schools in their Circles, so far as possible, and as many of the Primary schools as may come in their way, and to visit, in the summer, all the High schools. Assistant Inspectors are required to visit, in the winter, all the Primary schools, holding the Primary Standard Examinations, and in the winter such of the Anglo-Vernacular schools as have not been seen by the Inspector. Owing to the increase of schools and pupils, the practice of examining the Primary schools by centres instead of *in situ*, and of calling in the aid of District Inspectors, has to be resorted to more and more. District Inspectors are required to visit each school in their District at least twice a year. They are also the chief agents of the local authorities in the management of their schools, and in the encouragement of education among the people. Apart from the staff of the department, all executive officers of the Government (including *tahsildars*) are expected to use their influence for the promotion of education, and to visit and inspect the schools within their jurisdiction as occasion may offer.

The Inspecting Staff in the Central Provinces

In the Central Provinces, there has been no change in the number of Inspectors during the quinquennium. But the subordinate staff has been strengthened by the appointment of four Joint Deputy-inspectors, three. Sub-deputy-inspectors, and an inspecting schoolmaster for Chanda (paid by the District Council). Ten of the Native States agreed, in 1895, to place their schools under the supervision of a separate Agency Inspector, who is a Native of India, and also to increase the subordinate staff from two to six members. The same classification of schools as in British territory, and the same curriculum of studies and system of examination, are adopted; but the Department is relieved of all responsibility for management. The new scheme is reported to have worked admirably. It does not, however, extend to four of the Native States, of which two are still inspected by the Department, and one has a department of its own, while the fourth is said to be in an unsatisfactory condition.

The Deputy-inspectors are required to spend at least 18 days of each month on tour, except in April, when they submit their annual report; and they are expected to visit every school within their range at least twice a year. The large increase in the number of "results" and "combined system" schools, in which each pupil has to be examined

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individually for the award of grant, has added considerably to their work; and it is stated that in some Districts the inspecting staff is unable to cope with the number of schools.

The Inspecting Staff in Burma

The report of the Director for Burma contains no definite information about the inspecting staff, which consists of Inspectors (four in number), Deputy-Inspectors, Sub-inspectors, and Itinerant Teachers. During the quinquennium, the staff has been increased by the appointment of two new Deputy-inspectors (one specially for Tamil schools) and a Sub-inspector for Talaing schools. The Director expresses a hope that something will be done to place the subordinate educational service on a better footing, as it has been found that educated men prefer other Departments, where their pay and prospects are better. He has proposed a scheme for appointing four Assistant Inspectors, and for increasing the number of appointments in the second grade.

The Inspecting Staff in Assam

In Assam, the number of the inspecting staff has remained unchanged during the quinquennium, except for the appointment of 14 inspecting *pandits* on the Bengal system, who are under the orders of the Sub-inspectors and are paid by District Boards. There is a manual of rules compiled for the guidance of the inspecting staff, which does not materially differs from that in use in Bengal. In Assam, as in the Punjab, it is expressly stated that the inspection of schools is a legitimate part of the administrative work of all executive officers—as is, indeed, the case throughout India.

The Inspecting Staff in Coorg and Berar

In 1894-95, the charge of education in Coorg was transferred from the Inspector of the Western Circle to the Inspector of the Central Circle in Madras. It is his duty to visit the Province once a year and inspect as many schools as possible. His only subordinate is a Deputy-inspector, a Native of India, stationed at Mercara, who visits every school at least twice a year. No separate staff is employed by Municipalities or other bodies for the supervision of schools maintained by them.

The officers of the Department in Berar, consisting of a Director,

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an Inspector, seven Deputy-inspectors, and three Sub-deputy-inspectors, are all Natives of India. The staff has been increased during the quinquennium by the addition of one Sub-deputy-inspector. A detailed list is given of the number of visits paid to schools by all classes of executive officers, showing a total of 718 visits.

Cost of Direction and Inspection

The following Table 44 gives the expenditure from Public Funds on direction and inspection, according to Provinces, for the two years 1891-92 and 1896-97, together with the proportion of this expenditure to the total expenditure from each class of Public Funds. The expenditure from Private Funds is not included. In 1896-97, this amounted to Rs. 12,166 from fees and Rs. 69,067 from "other sources." The whole of the former amount and the greater part of the latter are due to Bombay, presumably representing contributions from Native States.

The total expenditure on inspection, etc., has increased by Rs. 1,68,463, or at the rate of 8 per cent, as compared with an increase of 13 per cent during the preceding five years. The share borne by Provincial Revenues has increased by Rs. 137,007, or at the rate of 9 per cent; whereas there was no increase at all in the preceding period. The share borne by Local Funds has increased by Rs. 32,169, or 5 per cent, compared with a previous increase of 60 per cent. The share borne by Municipal Funds has, on the other hand, decreased by Rs. 713, or 3 per cent, compared with a former increase of 146 per cent. The proportion of the expenditure on inspection, etc., to the total expenditure under each head has remained pretty uniform throughout the whole period of ten years.

Turning to the several Provinces, the rate of increase is much highest in Burma, where the educational system has not yet been fully organised. During the ten years, the cost of inspection, etc., in Burma has more than doubled, the rate of increase being 59 per cent in the earlier and 26 in the later period. The North-West Provinces, on the other hand, show an actual decrease of 2 per cent in the later period, and an increase of 5 per cent in the earlier period. The Punjab also stands low, with an increase of only 2 per cent in the later period, compared with 19 per cent in the earlier.

The proportion of the expenditure on inspection, etc., to the total expenditure from Public Funds is naturally highest in Burma (20.6 per

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TABLE 44

Expenditure on Direction and Inspection from Public Funds, 1891-92 and 1896-97

Province	*1891-92*							
	Provincial Revenues		*Local Funds*		*Municipal Funds*		*Total*	
	Amount	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*	*Amount*	*Percentage*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
	Rs.		*Rs.*		*Rs.*		*Rs.*	
Madras	3,30,603	18.9	81,641	9.9	10,588	4.9	4,22,832	15.2
Bombay	2,56,634	13.0	1,961	.2	1,470	.4	2,60,065	8.1
Bengal	4,13,420	16.6	2,34,863	22.3	406	.5	6,48,689	17.9
N.-W. P. and Oudh	41,266	7.5	2,52,399	17.5	—	—	2,93,665	14.0
Punjab	1,88,200	21.6	15,422	2.6	1,630	.5	2,05,252	11.3
Central Provinces	1,06,557	27.7	60	.1	—	—	1,06,617	16.8
Burma	94,001	24.7	32,323	23.5	11,129	5,20	1,37,453	18.7
Assam	57,702	34.4	—	—	—	—	57,702	17.3
Coorg	4,238	22.2	—	—	—	—	4,238	15.2
Berar	49,904	21.4	1,224	.9	—	—	51,128	13.8
Total	15,42,525	17.5	6,19,893	11.5	25,223	1.8	21,87,641	14.0
Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	—	—
1891-92 compared with 1886-87	–.03	—	+60	—	+146	—	+13	—

(*Contd.*)

TABLE 44 (*Continued*)

Expenditure on Direction and Inspection from Public Funds, 1891-92 and 1896-97

Province	1896-97								Percentage of Increase or Decrease	
	Provincial Revenues		Local Funds		Municipal Funds		Total			
	Amount	Percentage	Amount	Percentage	Amount	Percentage	Amount	Percentage	1896-97 compared with 1891-92	1891-92 compared with 1886-87
1	10	11	12	13	14	15	16	17	18	19
	Rs.		Rs.		Rs.		Rs.			
Madras	3,41,086	18.2	99,592	11.3	14,488	6.2	4,55,166	15.4	+8	+12
Bombay	2,79,488	12.4	1,851	.2	5,308	1.3	2,86,647	7.9	+10	+4
Bengal	4,20,370	15.6	2,73,829	23.3	2,398	2.3	6,96,597	17.5	+7	+17
N.-W. P. and Oudh	40,835	6.6	2,47,442	17.9	—	—	2,88,277	13.7	–2	+5
Punjab	1,91,922	26.4	15,431	2.4	1,363	.4	2,08,716	12.1	+2	+19
Central Provinces	1,21,144	34.1	1,369	.6	—	—	1,22,513	17.5	+15	–8
Burma	1,62,800	30.5	9,734	6.7	953	.6	1,73,487	20.6	+26	+59
Assam	65,680	36.1	1,557	.7	—	—	67,237	17.0	+16	+1
Coorg	2,167	9.0	—	—	—	—	2,167	7.7	–96	+84
Berar	54,040	22.8	1,257	.9	—	—	55,297	14.0	+8	+9
Total	16,79,532	17.6	6,52,062	11.3	24,510	1.6	23,56,104	14.1	+8	+13
Increase or Decrease, 1896-97 compared with 1891-92	+9	—	+5	—	–3	—	+8	—	—	—
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—	—

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cent). It exceeds 17 per cent in Bengal, the Central Provinces, and Assam; but drops to about 8 per cent in Bombay. With the exception of Coorg, where the circumstances are peculiar, the percentages in the several Provinces exhibit little variation.

Assam shows the highest proportion under Provincial Revenues (36.1 per cent), and the North-West the lowest (6.6). But in the North-West the entire cost of inspection is thrown upon Local Funds, the expenditure from Provincial Revenues representing merely the cost of direction. The amount borne by Local Funds is also comparatively large in Bengal, Madras, and Burma. In Bengal no less than 23 per cent of the total expenditure from Local Funds is allotted to inspection. The expenditure on inspection from Municipal Funds is far largest in Madras, where it forms 6.2 per cent of the total expenditure from this source. The amount has fallen very largely in Burma, but has risen in Bombay and Bengal. The increase in Bombay is due to the fact that the Bombay Joint Schools Committee now pays part of the cost of three Deputy-inspectors employed in Bombay city.

Other Controlling Agencies in Madras

In Madras, District and *taluk* Boards and Municipal Councils enjoy the same powers with regard to expenditure on education from Local and Municipal Funds that the Director exercises with regard to Provincial Revenues. They have administrative control over all the schools maintained from their respective funds, but they are required to consult the officers of the Department, who are little more than the official advisers of these bodies. In their relations to institutions under private management, District Boards and Municipal Councils are the sanctioning authorities in the matter of grants; but the internal administration of such institutions is in the hands of the managers, subject to supervision by the inspecting officers, who are empowered by the Grant-in-aid Code to examine the accounts and registers on their own initiative, or on the requisition of the Director or of the local body concerned. On 31st March, 1896, there were in all 21 District Boards, 80 *taluk* Boards, and 58 Municipalities sharing in the educational work of the Provinces.

Other Controlling Agencies in Bombay

In Bombay, on the contrary, District Boards possess no administrative authority whatever over education, nor, according to the

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Director, do they wish for any. What are called District Local Board schools are administered entirely by the Department through the agency of the Deputy-inspectors. Municipalities do administer their own schools; but it is remarked that the municipal commissioners are willing to be guided by the executive officers of Government, who usually fill the position of president.

The Director quotes the following from the report of Mr. Kirkham, "the most experienced of our Inspectors," who has himself since succeeded to the post of Director:—

> "According to our Bombay system, all schools are inspected by the officers of the Department from a technical point of view, but are in addition subjected to a variety of general inspections calculated to keep them in a state of efficiency and in touch with the public. Each school has its local committee, constituted of parents or village officials; and there is a visitor's book for the entry of remarks, copies of which regularly reach the Department. Above the local committees are the Schools Committees of Municipalities, and the *taluk* Local Boards in the Districts, which are themselves subordinate to the higher controlling bodies of the Municipalities and District Local Boards. In addition to all these possible visitors, the revenue officers systematically visit the schools, write minutes in the visitor's book, and send copies to the Inspectors. Of all non-departmental control this is by far the most valuable, both on account of the influence of the officers and the real and living knowledge they possess of the state of the people and their wants. As regards Municipalities, I see no reason to change the opinion I have several times expressed, that as a general rule the administration of the municipal schools improves directly with the size of the Municipality . . . You have to reach a certain area and number of schools before you can eliminate personal favouritism, etc. Municipal service is not popular with schoolmasters: 'There are too many masters.' And were it not for the advantage of living in large towns the Municipalities would have to pay more highly than they do. . . . During the quinquennium the by-laws relating to education in District Municipalities were revised and brought up to date. The general verdict was that the old by-laws had worked well, and the revisions were mainly directed to the removal of ambiguities and

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uncertainties in the matter of wording."

Other Controlling Agencies in Bengal

The position of affairs in Bombay appears to be reversed in the case of Bengal. Here District Boards exercise large powers of administration, while the Municipalities usually place their funds at the disposal of the Department. There are two statutory bodies, entitled District Boards and District Committees of Public Instruction. District Boards have been entrusted with educational authority in 38 Districts into which the Local Self-Government Act was introduced in 1887-88; in the remaining Districts (excepting the newly constituted District of Angul, in Orissa), there are District Committees with limited powers. With the accumulating experience of years, and with the Magistrate as chairman and the Deputy-inspector as an *ex-officio* member, District Boards are now becoming efficient factors in the control of Middle and Primary schools. Harmony is year by year more in evidence between these bodies and the officers of the Department, and in the reports for 1896-97 no complaints of friction are recorded. District Boards still have no control over schools in municipal and cantonment areas; nor have they any power over what are known as "circle schools" and those few schools for girls which are in receipt of aid from the grant-in-aid fund, though these may be situated in extra-urban tracts. District Committees have some control over the affairs of *zila* schools, and also advise the magistrates in questions of Primary education. In some Districts, Local Boards are entrusted with the management of Primary education, but their administration is not generally attended with success. The experiment of giving these bodies a share in the control of Secondary education was marked by failure. Besides the statutory bodies above mentioned, there are three Joint Committees, consisting of selected members from the District and Municipal Boards, who, with a few *ex-officio* members, manage the affairs of *zila* schools. The management of one such school was transferred to a Joint Committee during the quinquennium. Municipal Boards, though they contribute especially to the maintenance of Primary schools for boys, exercise very little executive control, the practice with most Municipalities being to place their allotments at the disposal of the Department. In 1892-93, orders were issued by the Government defining the financial responsibility of Municipalities with regard to Primary education. It was ordered that from 1st April, 1894, they should provide either at the

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rate of 10 annas a head for the education of half the male children of school-going age, or 3.2 per cent of their total income. Some Municipalities have not altogether come up to this limit; in others the amount obtained under these orders is insufficient to satisfy the wants of Primary education as well as they were satisfied formerly. As a rule, schools in receipt of municipal grants, though inspected and examined by the officers of the Department and of the District Boards, do not get money from any other public source. Calcutta forms an exception, for here the municipal allotment is extremely small, only Rs. 3,000 out of a total income of about half a crore.

Other Controlling Agencies in the North-West Provinces and Oudh

The Director in the North-West is critical rather than descriptive in dealing with this subject. District Boards spend their money for the most part on Vernacular education; but under orders passed last year they are also charged with the budgets of District Anglo-Vernacular schools. Their zeal for education is generally that of the Collector or Deputy-Commissioner, who is their official chairman. In fact, they are often content to be mere cyphers, except when any matter in the nature of patronage comes up. Commissioners and Collectors frequently complain that non-official members of Boards take no interest in matters affecting education, and very rarely visit any of the schools. Municipal committees are given to spending their money on English education, either in the shape of contributions to branch schools, or by maintaining small Middle schools of their own. Some Municipalities spend next to nothing, or a absolutely nothing, on vernacular education. Valuable assistance is rendered to the cause of education by Missionary bodies, and also by certain Native societies. Among the latter may be mentioned—the Anglo-Sanskrit High School at Lucknow, which is well managed by a committee of Bengali gentlemen; the Free High School at Lucknow, maintained by the Husainabad trustees; the Kayasth Pathsala at Allahabad; the Anglo-Muhammadan College at Aligarh; and institutions maintained by the Arya Samaj in Rohilkhand. In several of the large towns there are schools supported by subscriptions or the liberality of private gentlemen.

Other Controlling Agencies in the Punjab

In the Punjab nearly half of the public institutions are nominally under the management of District Boards. The Boards, at their monthly

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meetings, pass resolutions on such educational matters as may be brought before them, and occasionally individual members take a helpful interest in the schools. But the real management rests with the Deputy Commissioner, or the officer he may entrust with the charge, the District Inspector being usually his responsible agent. The management of Municipal Board schools is, in most cases, a real control: and this applies to the majority of the most important Secondary schools in the Province. Complaints are made that efficiency suffers from the introduction of partisan feeling and private interests. The Director, however, expresses the opinion that "though the sense of responsibility and warmth of interest might be greater, the management of these schools is really improving." It is a standing regulation that District Boards may be called upon to spend 25 per cent of their annual income on education, exclusive of charges for building, and also excluding grants from Provincial Revenues and fees. But, as a matter of fact, their total expenditure on education, in 1896-97, fell short of this standard by about 20 per cent. There are, of course, wide variations in this respect between the different Districts, three spending in excess of the minimum, while four spent less than 60 per cent of the minimum. A few of the more advanced Districts have recently contracted their educational expenditure, but those lowest down in the scale are gradually expanding theirs. It has also been laid down that Municipal Boards may be required to spend 10 per cent of their annual income on education. Here, again, their total expenditure on education in 1896-97 fell short of the standard by 24 per cent. Of the larger Municipalities, 10 spent in excess of the minimum; but the largest of all, especially Lahore, were lamentably behind. During the last five years the grants from Provincial Revenues to Board schools have twice been revised, with the object of preventing Boards from making a profit on their schools at the public expense.

The part taken by the people themselves in education increases in the Punjab every year. Indeed, it may be said that the most prominent feature in the history of the quinquennium is the degree to which the people have learnt the lesson of self-help, by opening Unaided schools and by increasing the payment of tuition fees over two lakhs in five years. The facts are sufficiently remarkable to be quoted in detail:—

> "In the Delhi Circle, the Hindu-Muhammadan school in the Umballa cantonment, well managed and successful, is the chief

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'enterprise school' started during the last five years. A school called by the same name has been started at Simla; a 'popular school' has been opened in Delhi: several special schools have been started by the Jain community; and the Inspector refers to other movements all in the direction of higher education. In the Jullundur Circle, the Guru Singh Sabha of Ferozepore has started a 'mixed school' for boys and girls at that place; the two sections of the Arya Samaj have each opened a High school at Jullundur, an Islamiya Middle school having also been recently opened there; Sardar Bahadur Amin Chand's school at Bajwara, and the Jamna Prashad Arya and the Haqqani schools at Ludhiana, have been raised to the High grade; the Sanatan Dharm schools at Hoshiarpur and Jullundur, and the Hindu-Sanskrit school at Ludhiana, have been raised to the Middle grade; an Anglo-Vernacular school has been opened at Bhawarna in the Kangra District; a boarding-house has been opened in connection with the Arya Samaj girls' school at Jullundur; and, as the Inspector says, the period has been one of very marked activity. In the Lahore Circle, the establishment of a Khalsa College on a very rich foundation, raised by subscriptions, has, since 1891-92, become an accomplished fact, and the completed parts of the spacious and handsome new buildings at Amritsar were occupied during the past year; the Dayanand Anglo-Vedic College has raised its instruction to the degree standard, and become the most numerously attended college in the Province; a number of Unaided schools have been opened in Lahore, Amritsar, and Gujranwala, most of which are denominational as elsewhere, and a few of which, as the Inspector remarks, were 'started by persons whose first object was to make a living'; and a new High school, called the Union Academy, and professing to move on new lines, was opened last year at Lahore by Sardar Diyal Singh. In the Rawalpindi Circle, the Arya Samaj has during the past five years opened schools at Rawalpindi and Narowal, and raised the schools at Peshawar and Abbottabad to the High grade; the Islamiya Anjumans have opened schools at Peshawar and in the Gujrat District; a Technical school has been opened at Rawalpindi by Bedi Khem Singh, C.I.E.; a High school, called the National School, has been opened at Peshawar; two 'private enterprise' schools have been opened at Jhelum; nearly all the earlier

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movements continue to progress; and the Inspector anticipates further movements, especially on the part of the Hindus. In the Derajat Circle, two Anglo-Sanskrit schools have been opened during the quinquennium at Mooltan, one having an Industrial section; the Anjuman-i-Islamiya has recently started a school at Bannu; a girls' school has been opened at Isa Khail; and the Inspector reports the Bhratri Sabha school at Dera Ismaül Khan and the Islamiya school at Mooltan as continuing to do well."

Other Controlling Agencies in the Central Provinces

Education has been largely decentralised in the Central Provinces. In rural areas the general management and control of schools is vested in District Councils; and in 1893 the management of all Government schools in municipal areas, other than High schools and Technical schools, was transferred to Municipal Committees. Local Boards and School Committees are also entrusted with some degree of educational authority in rural areas. Education is now the principal function of District Councils, and it engages, roughly, about one-third of their total income. The relation towards them of the officers of the Department, as defined in the Educational Manual, is mainly that of advice and co-operation, not of direct authority. They have usually worked in harmony with the Department, and have, with few exceptions, been ready to carry out the suggestions of the inspecting staff. The same cannot be said of the members of Local Boards, who, as a rule, fail in one of their chief duties—the visiting of schools and the promotion of education within their areas. This is partly due to the fact that they possess no actual authority and no responsibilities. When the schools were transferred to Municipal Committees, definite rules for future management were laid down, and a fixed contribution was granted from Provincial Revenues to defray part of the additional cost that was then thrown on the Municipalities. One important modification in the scheme has already been found necessary. The appointment and transfer of masters in Anglo-Vernacular schools has been voluntarily restored to the Department by the Municipalities, greatly to the advantage of good discipline and the reward of merit. A proposal for granting pensions to the schoolmasters is still under consideration. The Director reports favourably of the educational work of the Municipalities. The supply of furniture and apparatus in their schools is

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generally good, and buildings are kept in good repair. The attendance of boys has risen during the five years from 48 to 53 per cent of the total population of school-going age, and the attendance of girls from 7.5 to 8.8 per cent. School Committees are composed of the leading members of the village *panchayat*. Through them local influence is brought to bear upon schools, and the sympathy and co-operation of the people secured. Their duties are manifold. They are expected to aid in securing attendance, in levying fees, in maintaining discipline, and in promoting punctuality on the part of the teachers. The provision of buildings and the supply of furniture and apparatus are often entrusted to them. In some cases, a seat on the School Committee is a coveted honour. Though their efficiency naturally varies, their influence on the whole is for good; and one of the Inspectors observes of them: "Without their aid it is difficult to see how Primary education could be carried on." In addition to these local bodies, *tahsildars* are required to inspect Vernacular schools and to submit quarterly returns of their visits, in accordance with a special code of regulations; and valuable assistance is freely given by Deputy Commissioners in encouraging the work of subordinate officers and members of councils.

Other Controlling Agencies in Burma

The educational system of Burma is throughout peculiar, and no information about controlling agencies is furnished in the Report of the Director. As a matter of fact, there are no District Boards in Burma for any purpose. More than one-half of the Primary schools are in charge of Buddhist monks, while Secondary education is largely provided by Missionary bodies. A peculiar institution in Burma is the Educational Syndicate, a body of some 20 members, with the Director of Public Instruction as its president, which not only conducts examinations and gives advice in educational matters, but also manages the Rangoon College and the collegiate school attached thereto. Municipalities have the management of 13 English High and Middle schools. It would appear that some of these are in an unsatisfactory condition. The total expenditure on education from Municipal Funds shows a decrease during the last five years; but the Lieutenant Governor expresses his opinion that "most Municipal Committees in Burma spend as much on this object as they can properly afford." The Lieutenant Governor adds that he would be glad to see more co-operative effort among the Burmans themselves, and he welcomes the example set by the Empress

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Victoria Buddhist schools at Rangoon.

Other Controlling Agencies in Assam

In Assam the educational functions delegated to District Boards include the administration of grants-in-aid and special grants to Middle and Primary schools under private management, the management of Government Lower Primary schools (which they are authorised to open when funds are available and the school supplies a recognised want), and the award of Lower Primary scholarships. The Deputy Inspectors are held responsible for seeing that the Boards do not grant money for educational purposes otherwise than in accordance with the grant-in-aid rules, and that these rules are observed by the Boards in their relations with Aided schools. The Boards are not authorised to open either Upper Primary or Secondary schools under their own management; and, except in backward places, with the sanction of Government, their Lower Primary schools are all examined for rewards in the same way as Aided schools. All High schools under private management and Primary schools under Mission management are aided from Provincial Revenues. Nothing is said by the Director about Municipalities; but in 1896-97 the total expenditure on education from Municipal Funds was Rs. 6,623, of which Rs. 4,401 was devoted to Primary schools.

Other Controlling Agencies in Coorg and Berar

Coorg is too small to have any Local Boards. There are five Municipalities, which contributed, altogether, Rs. 2,845 to Primary education in 1896-97. Mercara, the capital, manages its own Primary schools, with the assistance of an annual grant of about Rs. 1,500 from Provincial Revenues. Virarajendrapet, the next largest town, transferred its English school to the Department in 1894, and now maintains only two small schools, though it also contributes to the support of an Aided school. The three minor Municipalities likewise contribute to the support of the schools within municipal limits.

In Berar the local bodies that have to do with education are the same as in Bombay: District Local Boards, *taluk* Boards, School Committees, and Municipal Committees. The number of District Board schools has largely increased during the quinquennium, mainly by the transfer of 60 schools, with 3,078 pupils, from the Department to the Wun District Local Board in 1893. The number of Municipal schools

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has also slightly increased by similar transfers. But, in accordance with a scheme that did not come into effect within the period, all Primary schools within municipal limits throughout the Province will henceforth be transferred to the management of Municipal Committees on the system of grant-in-aid, one-third of the total ordinary expenditure being provided from Provincial Revenues. Contributions are similarly made in support of Primary schools under District Local Boards. Two private schools have recently been started at Amraoti, one a High school with a small boarding-house, and the other a Middle school. They both charge the same rate of fees as in similar Government institutions, and seem to be prospering.

Collegiate Education

Scope of Chapter

The scope of this chapter differs somewhat from that of the corresponding chapter in Mr. Nash's Review. Mr. Nash confined his chapter to Arts Colleges, leaving all the Professional colleges for the chapter on Technical Education; he also treated the Universities only in their relation to Arts colleges. In the present Review, it has been thought more convenient to begin with a general statement of the work of the Universities in all their departments, from the Matriculation upwards; and then to deal with all kinds of collegiate education that lead to a degree. It has not been found possible to attain absolute consistency. On the one hand, Law schools and Medical schools have been included, as being inseparable from Law colleges and Medical colleges, though their courses of instruction may be quite independent of the University standard. On the other hand, Engineering colleges are reserved for treatment with Engineering schools in the chapter on Technical Education, where also the single Agricultural college finds its appropriate place, and Teaching colleges are similarly reserved for treatment with Training schools. In both these cases the education given is essentially technical, even if it be recognised by a University diploma. In the main, however, the system adopted agrees with that prescribed in the General Tables of the Government of India, where "University Education" is distinguished from "School Education General and Special," and is subdivided under Arts colleges (English and Oriental) and colleges or departments of colleges for Professional training.

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The Indian Universities

The Indian Universities are entirely independent of the Department of Public Instruction. Though incorporated by Acts of the Legislature, they are not Government institutions, but autonomous bodies, with a constitution modelled on that of the University of London. The governing body consists of a Chancellor, Vice-Chancellor, and Senate. The Chancellor is either the Governor-General, the Governor, or the Lieutenant Governor, as the case may be. The Vice-Chancellor is nominated by the Chancellor, being frequently one of the Judges of the High Court. The members of the Senate are nominated by the Government, except that the privilege of electing a limited number of members annually has recently been conferred upon Masters of Arts and holders of equivalent degrees in the three old Universities of Calcutta, Madras, and Bombay. The Senate acts for the most part through an executive committee of its members, termed the Syndicate, which is elected from the several Faculties, and assisted by Boards of Studies. Degrees are conferred at the annual meeting of Convocation, usually held under the presidency of the Chancellor. Under the Indian Councils Act of 1892, the privilege of nominating a member to the Provincial Legislative Council has been granted to the Universities of Calcutta, Madras, Bombay, and Allahabad. The Punjab had no Legislative Council during the period covered by this Review.

The Universities are essentially examining bodies, though the Punjab University is responsible for the management of the Oriental College at Lahore, and takes an active part in the improvement of vernacular literature. There are also certain endowed professorships attached to the University of Calcutta. The influence of the Universities, however, extends beyond the mere sphere of examination. By their power to grant or refuse affiliation, they are able to dominate the entire system of higher education, from Secondary schools upward. They not only prescribe the courses of study to be adopted, but also require that affiliated institutions should possess an efficient staff, adequate financial support, proper buildings, and a sufficient supply of furniture and other appliances. These affiliated institutions are not necessarily within the limits of the Province where the University is seated, nor even within the boundaries of British India. Consequently, the statistics given in the University Calendars do not agree with those in the Departmental Reports. It should be added that the Universities have themselves been affiliated in many cases to the two English

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Universities of Oxford and Cambridge, so that their students can obtain certain exemptions from residence and examination.

The Universities are practically self-supporting, the fees from candidates for examination being more than sufficient to meet all the expenditure. The Punjab University is the only one that is now at all dependent upon Government aid. In addition to endowments for special scholarships, etc., most of the Universities have accumulated out of fees a considerable surplus, which is invested as a reserve fund.

Results of University Examinations

The following Table 45, which has been compiled from the Statistical Abstract, gives the results of all examinations, according to Universities, for the two quinquennial periods, 1887-88 to 1891-92 and 1892-93 to 1896-97, together with percentages of success. The figures have not been independently verified, but they are the only ones available for such a long series of years. For reasons already mentioned, they must not be expected to agree with those given later on, which are taken from the Departmental Reports.

Taking the whole period of ten years, it appears that the total number of candidates for the Matriculation or Entrance examination was 157,775, of whom 57,919, or 36.7 per cent, were successful. Low as this average of success seems, it is based upon wide variations both between different Universities and between different years at the same University. These variations indeed are too large to be accounted for by any other explanation than a want of uniformity in the standard. For example, the average of success at Madras, despite a heavy drop in the number of candidates, remains constant at the low figure of about 26 per cent; whereas at the Punjab University it does not fall in either period below 60 per cent. If we take single years, we shall find that at Madras it fell from 30 per cent in 1891-92 to 15 per cent in the following year, and rose to 37 per cent in 1895-96. These violent changes at Madras may be explained by a deliberate raising of the standard, which has also had the effect of largely reducing the number of candidates. But no such theory applies to Bengal, where the average of success suddenly rose from 39 per cent in 1891-92 to 65 per cent in 1892-93, and then dropped in the next year to 42 per cent. Similar variations, though of less magnitude, are to be found in the results of other University examinations. When the attention of the Calcutta University was called to this matter by the Government in 1892-93,

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TABLE 45

Results of University Examinations, etc., for the Two Quinquenniums, 1887-88 to 1891-92 and 1892-93 to 1896-97

University	*Matriculation*			*First Arts, etc.*			*B.A., etc.*			*M.A., etc.*		
	Candi-dates	*Passed*	*Percent-age*	*Candi-dates*	*Passed*	*Percent-age*	*Candi-dates*	*Passed*	*Percent-age*	*Candi-dates*	*Passed*	*Percent-age*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
For the Quinquennium 1887-88 to 1891-92												
Madras	35,922	9,457	26.3	9,805	2,793	28.5	3,238	1,765	54.5	57	21	36.8
Bombay	15,352	4,143	27.0	3,030	1,042	34.4	1,769	848	48.0	57	19	33.3
Calcutta	21,959	9,425	42.9	10,393	3,810	36.7	4,835	1,599	33.1	570	266	46.7
Allahabad	5,626	2,508	44.6	1,642	704	42.9	519	291	56.1	52	33	63.5
Punjab	2,227	1,407	63.2	903	466	51.6	347	158	45.5	37	9	24.3
Total	81,086	26,940	33.2	25,773	8,815	34.2	10,708	4,661	43.5	773	348	45.0
For the Quinquennium 1892-93 to 1896-97												
Madras	20,847	5,546	26.6	9,557	3,243	33.9	4,009	2,401	60.0	112	40	35.7
Bombay	15,436	4,813	31.2	4,623	2,119	45.8	1,200	815	67.9	90	41	45.5
Calcutta	23,173	12,602	54.4	12,525	4.850	38.7	6,704	1,830	27.3	762	329	43.2
Allahabad	9,902	3,621	36.6	2,807	1,185	42.2	1,298	740	57.0	164	108	65.9
Punjab	7,331	4,397	60.0	1,775	1,028	58.0	1,002	437	43.6	111	51	45.9
Total	76,689	30,979	40.4	31,287	12,425	39.7	14,213	6,223	43.8	1,239	569	45.9
Grand Total	157,775	57,919	36.7	57,060	21,240	37.2	24,921	10,884	43.7	2,012	917	45.6
Percentage of Increase or Decrease in second Quinquennium	–5	+15		+21	+41		+33	+34		+60	+63	

(*Contd.*)

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TABLE 45 (*Continued*)

University	*Law*			*Medicine*			*Engineering*		
	Candidates	*Passed*	*Percentage*	*Candidates*	*Passed*	*Percentage*	*Candidates*	*Passed*	*Percentage*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*
For the Quinquennium 1887-88 to 1891-92									
Madras	679	211	31.1	520	159	30.1	59	17	28.8
Bombay	448	158	35.3	952	420	44.1	484	267	55.2
Calcutta	1,458	855	58.6	568	351	61.8	137	61	44.5
Allahabad	117	50	42.7	—	—	—	700	306	43.7
Punjab	60	17	28.3	131	78	59.5	11	3	27.3
Total	2,762	1,291	46.7	2,171	1,008	46.4	1,391	654	47.0
For the Quinquennium 1892-93 to 1896-97									
Madras	1,814	538	29.7	467	233	49.9	62	38	61.3
Bombay	1,511	859	56.8	888	416	46.8	409	314	76.8
Calcutta	1,667	627	37.6	1,841	925	50.2	225	92	40.9
Allahabad	575	183	31.8	—	—	—	2,016	1,058	52.5
Punjab	57	34	39.6	459	181	39.4	—	—	—
Total	5,624	2,241	39.8	3,655	1,755	48.0	2,712	1,502	55.4
Grand Total	8,386	3,532	42.0	5,826	2,763	47.4	3,103	2,156	52.5
Percentage of Increase or Decrease in second Quinquennium	+104	+74		+68	+74		+95	+130	

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they replied that they were very sensible of the importance of attaining and preserving uniformity in the standard of examination, but "they think that the present system secures this as far as is practically possible, while at the same time it enables the Syndicate to exercise a control in the matter which it is desirable they should maintain." Nevertheless, early in the present year (1898), the Senate adopted a scheme by which the papers set by two examiners will hereafter be submitted to the revision of a Moderator.

To return to the table. It will be seen that the total number of candidates for Matriculation decreased from 81,086 in the earlier period to 76,689 in the later period, or at the rate of 5 per cent. This decrease is confined to Madras, where it amounts to no less than one-half. At Bombay, the number of candidates is practically unchanged, though the average of success has risen from 27 to 31 per cent. At Calcutta also the number of passes has increased at a greater rate than the number of candidates. The Allahabad and Punjab Universities are both comparatively new institutions, where it is natural to find the number of candidates rapidly increasing, and also the standard becoming somewhat more severe. Here, as elsewhere, the rate of progress in the Punjab is remarkable, the number of matriculations having passed those at Allahabad, and almost equalling those at Bombay. Altogether, though the total number of candidates for Matriculation has fallen by 5 per cent, the total number of passes has risen by 15 per cent, showing either an improvement in the teaching of affiliated schools or possibly a reduction in the standard of examination.

The next column in the table shows the results of the examination intermediate between the Matriculation and the B.A., which is generally known as the First Arts, though it has different names at the different Universities, and includes the first B.Sc. at Bombay. It is noticeable that the total number of candidates in ten years almost equals the total number who matriculated during the same period, which would seem to show, after allowing for failures who go up more than once, that a very large proportion of those who matriculate proceed further with their studies. The Director of Public Instruction in Bengal infers from the figures before him that between 40 and 50 per cent. of the students who annually matriculate reach the F.A. stage, between 15 and 20 per cent the B.A. stage, and between 2 and 4 per cent take the M.A. degree. But it must be remembered that, of the

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students who pass through the F.A. stage, a few proceed to the Professional colleges to take degrees or licenses in medicine and engineering.

The total number of candidates for the F.A. examination in the ten years appears to have been 57,060, of whom 21,240, or 37.2 per cent, passed, being almost the same average of success as at the Matriculation. Comparing the later period with the earlier, the candidates have increased at the rate of 21 per cent, which is considerably higher than the rate of increase in the passes at Matriculation; while the passes have increased at the rate of 41 per cent. Madras, again, is the only University which shows a decrease in the number of candidates, but even there the average of success has risen from 28.5 to 33.9 per cent. Both at Bombay and the Punjab the number of successful candidates has more than doubled, though in actual numbers the Punjab has not yet overtaken Allahabad. As in the case of Matriculation, the standard would seem to be most severe in Madras (average of success, 33.9 per cent), and most lenient in the Punjab (58.0 per cent). Altogether, the average of success has risen from 34.2 per cent in the earlier period to 39.7 per cent in the later period.

The total number of candidates for the B.A. (including also the B.Sc. at Bombay) appears to have been 24,921, of whom 10,884, or 43.7 per cent, passed. It is noticeable that the average of success is higher than in the previous examinations, and also that it is constant during the two periods. But there are notable variations between the different Universities. Comparing the later with the earlier period, the total number of candidates has increased by 33 per cent, and the number of passes at a slightly higher rate, while would seem to show that the proportion of students who proceed with their studies is steadily increasing. At Madras, in particular, it is noticeable that the number of passes for the B.A. has increased from 1,765 to 2,401, and the average of success from 54.5 to 60.0 per cent, which seems to afford a justification for the strictness of the standard at the Matriculation and F.A. At Bombay, on the other hand, the number of candidates has fallen heavily, though the average of success has risen from 48.0 to 67.9 per cent. At Calcutta,, the number of candidates has largely increased, supplying nearly one-half of the total, but the average of success has fallen from 33.1 to 27.3 per cent. Here, again, there are wide variations from year to year. The number of passes, which was 273 in 1891-92, rose to 484 in 1893-94, and dropped again

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to 294 in 1895-96. The two new Universities of Allahabad and the Punjab naturally show a smaller proportion of B.A.'s, though their numbers are steadily increasing when compared with the F.A.'s, and the average of success is maintained at a uniform rate.

The B.A. is the ordinary limit of university education in India, as it is also in the University of London. But the most notable feature in the recent history of Indian Universities is the growing number of students who continue to work for the severe M.A. course, which usually requires two years of additional and advanced study. During the ten years the total number of candidates for the M.A. degree was 2,012, of whom 917 or 45.6 per cent passed. Comparing the later period with the earlier, the number of candidates has increased by 60 per cent, and the number of passes by 63 per cent. Calcutta, while still standing easily first, no longer preserves the practical monopoly. At both Madras and Bombay the number of M.A.'s has doubled, though each of them can only show about eight a year, compared with 66 at Calcutta. The large number at Allahabad seems to be dearly purchased by a reduction in the standard of examination, the average of success there being as high as 65.9 per cent, contrasting with 35.7 per cent at Madras. The Punjab can show 51 M.A.'s during the last five years, against only 41 at Bombay, while the average of success was the same at both Universities.

It is not worth while to submit the results of examinations in law, medicine, and engineering, as given in this table, to a minute analysis, for the statistics have manifestly not been compiled on a uniform basis. It is impossible to believe that the number of passes in law has increased from 158 to 859 at Bombay, while it has decreased from 855 to 627 at Calcutta; or that the number of passes in medicine has decreased from 420 to 416 at Bombay, while it has increased from 351 to 925 at Calcutta. Enough that the general tendency evidently has been towards progress, and that the average of success seems to be fairly uniform. The results of the several examinations in law and medicine will be considered later on from the Departmental returns.

The Table 46, compiled from General Table 6, gives the passes at University examinations in Arts according to Provinces, and also according to colleges, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97. The figures will not agree with those taken from the University Calendars, for they distribute the candidates

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TABLE 46

Passes at University Arts Examinations According to Management of Colleges, 1886-87, 1891-92, and 1896-97

Province	1886-87					1891-92					1896-97				
	Colleges under Public Management	Aided Colleges	Unaided Colleges	Private Students	Total	Colleges under Public Management	Aided Colleges	Unaided Colleges	Private Students	Total	Colleges under Public Management	Aided Colleges	Unaided Colleges	Private Students	Total
M.A.															
Madras	—	—	—	3	3	—	—	—	6	6	—	—	—	5	5
Bombay	6	2	—	—	8	5	1	—	—	6	8	2	—	—	10
Bengal	40	13	6	4	63	24	3	4	15	46	52	14	—	17	83
N.-W. P. and Oudh	5	1	—	—	6	6	3	—	6	15	8	5	2	1	16
Punjab	—	—	—	—	—	2	—	—	—	2	6	5	—	4	15
Central Provinces	—	—	1	—	1	1	3	—	—	4	—	2	—	1	3
Total	51	16	7	7	81	38	10	4	27	79	74	28	2	28	132

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B.A. and B.Sc.															
Madras	82	74	1	1	158	66	105	12	133	316	138	283	96	50	567
Bombay	68	13	—	—	81	85	47	—	—	132	71	93	—	20	184
Bengal	118	114	108	29	369	123	67	73	10	273	129	106	110	19	364
N.-W. P. and Oudh	29	34	3	—	66	41	66	2	3	112	59	71	9	1	140
Punjab	14	6	—	4	24	22	16	—	7	45	33	23	20	24	100
Central Provinces	3	7	3	—	13	3	14	—	2	19	4	16	—	—	20
Burma	—	—	—	1	1	4	—	—	—	4	5	—	—	—	5
Total	314	248	115	35	712	344	315	87	155	901	439	592	235	114	1,380
Intermediate															
Madras	425	411	64	37	937	187	461	138	184	970	315	673	290	153	1,431
Bombay	189	99	—	1	289	122	143	49	—	314	260	420	31	49	760
Bengal	280	147	276	13	716	159	141	499	12	1,011	267	187	552	11	1,017
N.-W. P. and Oudh	38	51	7	—	96	51	90	16	4	161	68	123	37	12	240
Punjab	—	—	—	6	34*	26	61	39	38	164	55	53	98	40	246
Central Provinces	12	14	—	1	27	26	32	1	—	59	24	27	2	2	55
Burma	5	—	—	1	6	11	—	—	—	11	12	3	—	—	15
Assam	—	—	—	—	—	—	—	—	—	—	—	—	6	—	6
Total	949	722	347	59	2,105*	782	928	742	238	2,690	1,001	1,486	985	298	3,770

Note—The figures in this Table for 1896-97, for both the B.A. and the Intermediate, are vitiated by an error in the returns for Madras, which cannot be eliminated.

* Including 28 passes at the Intermediate in the Punjab in 1886-87, not distributed according to colleges.

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according to the Provinces in which the colleges are situated, and exclude altogether those candidates who come from colleges outside Provincial limits, such (*e.g.*) as the Native States of Mysore and Baroda. Unfortunately, an error that cannot now be eliminated vitiates the figures for both the B.A. and Intermediate examinations in Madras for 1896-97. At the Madras University there are three divisions in the B.A. examination, all of which must be passed before a candidate is qualified for his degree. These are called the Science division, the English Language division, and the Second Language division. It is only when a candidate has passed in all three of these divisions, which may be taken up in different years, that he can be held to have passed for the B.A., which is a single examination at all the other Universities. But the compiler of General Table 6 for Madras has chosen to enter the Science division by itself as if it were equivalent to the B.A., and the two other divisions as if they both formed part of the First B.A., together with the F.A. examination. Consequently the compiler of General Table 6 for the Government of India has included all those who passed the Science division at Madras as having passed the B.A. examination, whereas they may only have passed one third part of it; and has placed those who passed the other two divisions in a class by themselves, called First B.A., which does not exist in any Indian University. It is evident also that a candidate who passed more than one of these divisions in the year is entered more than once—possibly three times. As a matter of fact, the total number of B.A. degrees conferred at the annual Convocation of the Madras University in March 1897, was 439, as compared with 567 who are here credited with having passed the B.A. examination, because they passed the Science division of it. But this number does not help us, being both too large and too small—too large, because it includes students from extra-provincial colleges; and too small, because it excludes students who may have been unable to attend the meeting of Convocation. Again, with regard to the Intermediate examination, the number of those who passed the F.A. examination at Madras was really 481; but it appears here as 1,431, through the addition of 353 candidates who passed the English Language division of the B.A. examination, and 617 candidates who passed the Second Language division. In Bombay, where there is both a Previous and an Intermediate examination between the Matriculation and the B.A., the number of passes at the Previous examination (which corresponds to the F.A. elsewhere) is similarly augmented from 494 to

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760 by the addition of 257 passes at the Intermediate and 9 at the First B.Sc., which latter is essentially an Intermediate examination and not a division of the final B.Sc. This, however, does not affect the numbers for the B.A., but merely swells the numbers for the Intermediate at Bombay, as at Madras, beyond their true proportions.

In addition to the special sources of error just mentioned, the general lesson to be learnt from this table is impaired by the fact that it applies only to three years, which (in the case of figures small in themselves and liable to accidental fluctuations) are not sufficient to establish safe inferences. The chief value of the table lies in the information it supplies with regard to the success of the different classes of colleges.

For the M.A. degree, Bengal, which practically means the Presidency College at Calcutta, still maintains its pre-eminent position. Madras and Bombay show but little progress. The increase in the North-West was entirely in the earlier period; while the increase in the Punjab in the later period is very notable. Unaided colleges are poorly represented throughout, and show a continuous decline in Bengal. The large proportion of private students is delusive, for probably all of them obtained their real training at a college.

For the B.A. degree, the large increase in Madras is fictitious, for reasons already given, but the relative improvement in Aided and Unaided colleges is real. The increase in Bombay is entirely due to Aided colleges. In Bengal, the numbers are actually smaller for 1896-97 than they were ten years previously, though this may be caused by accidental fluctuations. The proportions contributed by the different classes of colleges show little change. The North-West and the Punjab both exhibit steady progress. Taking the totals, it would seem that Aided colleges now supply more B.A.'s than those maintained by Government and that Unaided colleges are improving their position.

Under the various examinations here classed as Intermediate, the large increases in Madras and Bombay are probably fictitious. Bengal and the Central Provinces show practically no increase during the last five years; while the North-West and the Punjab occupy their usual position of steady progress. Thanks chiefly to Madras, Aided colleges display a distinct superiority over those maintained by Government; while Bengal, Madras, and the Punjab together cause Unaided colleges to run up very close. The largest number of private students is in

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Madras, but the proportion in the Punjab is also worthy of note.

Table 47 gives the average of success for the different classes of colleges at University examinations in 1896-97. Here the errors in the totals for Madras and Bombay practically disappear in the percentages.

The general superiority of colleges of under public management is clearly demonstrated by the fact that their average of success in no case fall below 50 per cent, and rises to 67.5 per cent in the first B.A., which really means the two Language divisions of the B.A. examination at Madras. It may be observed that in every case the highest average of success is reached in this examination. Aided colleges do as well as those under public management in the B.A. examination, but fall lamentably behind in the F.A., where their average of success is only 31.1 per cent. Unaided colleges, on the other hand, do better in the F.A., with 38.9 per cent, but fall as low as 27.8 per cent in the B.A. The totals show a fairly uniform standard, the average of success in the two most important examinations being 42.4 per cent for the B.A., and 41.0 per cent for the F.A.

University Finance

The following Table 48, compiled from General Table 4, gives the expenditure on each of the five Universities for 1896-97, together with the corresponding totals for 1891-92. It must, however, be remembered that these figures show the expenditure only, and not the income, which in almost every case was larger than the expenditure, surplus fees being excluded.

It would appear that the total University expenditure has increased during five years by just two lakhs of rupees, more than the whole of which is provided by the fees of candidates for examinations. Every University is self-supporting, except the Punjab, which receives Rs. 11,561 from Provincial Revenues, Rs. 666 from Local Funds, and Rs. 457 from Municipal Funds.

Turning to the Directors' Reports. The University of Madras added during the quinquennium half a lakh of rupees to its reserve fund, which now consists of Rs. 2,65,000 in Government Securities. At Bombay, the raising of the fee rates has permitted the Government to withdraw altogether its grant, which amounted to Rs. 10,000 in 1892-93 and Rs. 5,000 in 1895-96. At Calcutta, the total income from 1st July 1896 to 30th June 1897 was Rs. 2,10,228 (exclusive of interest on the reserve fund and on trust funds), of which Rs. 1,79,695 was

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TABLE 47

Results of University Arts Examinations According to Management of Colleges, 1896-97

Examination	*Public Management*				*Aided*				*Unaided*			
	Colleges	*Total Candidates*	*Successful Candidates*	*Percentage*	*Colleges*	*Total Candidates*	*Successful Candidates*	*Percent-age*	*Colleges*	*Total Candidates*	*Successful Candidates*	*Percent-age*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
Master of Arts	10	129	74	57.4	11	67	28	41.8	3	7	2	28.6
Bachelor of Arts	20	864	432	50.0	25	1,166	584	50.1	20	845	235	27.8
Bachelor of Science	5	12	7	58.3	5	16	8	50.0	—	—	—	—
First B.A.*	3	354	239	67.5	7	761	449	59.0	5	275	168	61.1
First B.Sc.	3	5	3	60.0	3	10	5	50.0	—	—	—	—
First Arts*	36	1,488	759	51.0	57	2,319	1,032	31.1	43	2,099	817	38.9

(*Contd.*)

TABLE 47 (*Continued*)

Examination	Private Students			Total			
	Total Candidates	Successful Candidates	Percentage	Colleges	Total Candidates	Successful Candidates	Percentage
1	14	15	16	17	18	19	20
Master of Arts	99	28	28.3	24	302	132	43.4
Bachelor of Arts	347	114	32.7	65	3,222	1,365	42.4
Bachelor of Science	—	—	—	10	28	15	53.6
First B.A.*	218	94	43.1	15	1,608	950	59.1
First B.Sc.	1	1	100.0	6	16	9	56.2
First Arts*	942	203	21.5	136	6,848	2,811	41.0

* The figures for First B.A. and First Arts are taken from General Table 6; but they are vitiated by an error in the returns for Madras, which cannot be eliminated.

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TABLE 48

Expenditure on Universities, 1896-97

University	*Provincial Revenues*	*Local and Municipal Funds*	*Fees*	*Other Sources*	*Total*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	—	—	1,61,319*	10,549	1,71,868
Bombay	—	—	1,65,152	19,828	1,84,980
Calcutta	—	—	1,61,430†	—	1,61,430†
Allahabad	—	—	59,190	—	59,190
Punjab	11,561	1,123	68,948	11,795	93,427
Total	11,561	1,123	6,16,039	42,172	6,70,895
Total for 1891-92	32,662	1,512	3,98,959	40,009	4,73,142
Percentage of Increase or Decrease	–65	–22	+54	+5	+42

* Surplus Fees, Rs. 9,283.

† Total Income from fees, Rs. 1,79,695.

derived from fees. The expenditure during the same period was Rs. 1,61,430. The reserve fund now consists of three lakhs of rupees. The total amount of the several trust funds administered by the University has increased during the five years from Rs. 6,19,702 to Rs. 6,77,500; but the income has not increased proportionately, owing to the reduction in the rate of interest on Government securities. These trust funds are appropriated to the Tagore law professorship, the Premchand Roychand studentship, and a number of scholarships, medals, and prizes. The most valuable endowment recently received is the Srigopal Basu Mallic fellowship of Rs. 400 a month, for the encouragement of Sanskrit study, with special reference to the Vedanta system of philosophy. At Allahabad, the fees more than cover the total expenditure; and the University has already accumulated a reserve fund of Rs. 30,000. For the Punjab University no details are given in the Director's Report.

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The University of Madras

The entire series of examinations at Madras has been affected by a revision of the by-laws, some of which were sanctioned earlier, though they did not come into operation until the period under review. The conditions of affiliation have been made more stringent, and the admission of private students has been restricted. The standard of Matriculation has been considerably raised, the minimum in some subjects from 25 to 35 per cent; and the practice of naming text-books in English has been abandoned. For the F.A., the number of subjects has been diminished, but the standard has been slightly raised. The three divisions of the B.A. examination may now be taken up separately, and in any order. The M.A. may not be taken until after an interval of two years from the B.A., and the natural science branch has been divided into four alternatives—botany, physiology, zoology, and geology. In the faculty of law, the ten subjects that make up the curriculum have been arranged in two divisions, of which one, forming the First LL.B., must be passed before the other; and candidates for each must produce certificates that they have attended courses of lectures in the prescribed subjects for three consecutive terms. In the faculty of medicine, all candidates for the L.M. and S. must previously have passed the F.A.; for all examinations, the subject of mental diseases has been added to the curriculum, the courses of instruction in physiology and general biology have been extended, more attention has to be paid to practical work in the laboratory and the hospital, and the examination in medicine, surgery, and midwifery has been postponed to the final year. There are now two previous examinations for the L.M. and S., and three for the M.B. and C.M.

Upon the important question of affiliation, the Director makes the following remarks:—

> "Although, in its original conception, the University of Madras was little more than an examining body, yet the courses of study prescribed for its examinations have exercised a powerful, if only an indirect, influence on the organisation of, and the methods of instruction prevailing in, the institutions presenting candidates for its examinations. By force of circumstances and in virtue, more especially, of the principle of affiliation, this indirect influence has gradually developed into what must be characterised as a direct control of the machinery of higher education in this

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Presidency, though this control is but partial in that it is shared with this Department. Whether this change in the conditions of its existence will not necessitate fundamental changes in the constitution of the University is a question which demands, and will ere long receive, serious consideration ... It is sufficient to say that it has been strongly urged that closer relations should be established between the University and its affiliated colleges, and that, for the purpose of considering certain proposals in this matter, a committee of the Senate has been appointed to revise the by-laws relating to affiliation."

Further, with regard to the small number of M.A.'s at Madras, the Director says:—

"That so few candidates pass the M.A. examination is, without doubt, owing to the absence of adequate provision in this Presidency for the training of men who wish to proceed to the degree. That so few men present themselves each year can hardly be a matter of surprise if it be remembered that, under the University by-laws, at least two years must have elapsed after taking the B.A. before a candidate can appear for the higher examination; and that the effect of this regulation is to make the M.A. course a six years' course from the time of Matriculation, or more commonly a seven years' course, if we take into account the fact that a large majority of students now devote three years to their studies for the B.A. Very few have the necessary leisure or means for such a prolonged course of study, or, if favourably circumstanced in these respects, the necessary courage and resolution to devote themselves to the preparation for an examination which requires much labour and a very high quality of work, and at which the risk of failure is great owing to the fact that they have to depend almost entirely upon themselves in their preparation. Undoubtedly, as may be gathered from the registers of the Law and Teachers' Colleges and the College of Engineering, there is a large and steadily increasing number of students who continue their studies after taking the B.A. degree; but in these colleges they receive a more or less professional education possessing a measurable value in the labour market. In this Presidency, no special inducements on the material side of

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life are offered to those who pass the M.A. examination, and in this state of things may be found another reason for the small number of aspirants for the degree."

The total number of M.A.'s during the five years was only 40, or an average of 8 a year. In 1896-97, the number of passes was 5, out of 24 candidates. Of these two passed in physics, and one each in mental and moral science, history, and Telugu and Tamil. Four were Brahmans and one a Native Christian. All are returned as private students; but during the year there were 10 M.A. students attached to the Presidency College, and 8 to the Madras Christian College, most of whom were studying some branch of science.

The total number of B.A.'s during the five years was 1,996, or an average of 399. The year 1896-97 is remarkable for the large proportion of failures. In the English Language division, the average of success fell from 77.5 per cent in 1892-93, and 64.0 in 1895-96, to 37.5, which is attributed to the adoption of severer standards in marking. In the Second Language division, where there is an alternative of no less than ten languages, the favourites being Tamil and Sanskrit, the average of success has remained pretty constant, at about 85 per cent. In the Science division, the average of success has steadily risen from 52.5 to 66.5 per cent, which is attributed (at least in part) to the growing practice among B.A. students of devoting an additional year to Science after passing the two Language divisions. It would seem that the title "Science division" is somewhat of a misnomer. As a matter of fact, this division consists of 8 subjects, of which two may be called literary—mental and moral science and history; and six may be called non-literary—mathematics, physics, chemistry, biology and animal physiology, biology and zoology, and biology and geology. During the five years, the total number who passed in the literary subjects was 1,440, and in the non-literary subjects 961. In the previous quinquennium the corresponding figures were 594 and 574, which appears to show that science proper is not attracting a larger proportion of students, though the figures of attendance at the affiliated colleges point in the opposite direction. Among the several branches of science, there is an increase in mathematics and chemistry, but a decrease in the others, notably in physics. The single Unaided first-grade college in the Province shows a higher average of success in each of the three divisions than either the

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Government or the Aided Colleges. The Aided Colleges come second in the Second Language division, and also stand well in "science," but do badly in English. Of the total number of successful candidates about two-thirds were Brahmans, who did relatively best in "science," whereas Native Christians show best in English.

The total number of passes for the F.A. during the five years was 3,243, or an average of 649; but there have been great fluctuations. In 1892-93, the number of passes was 779; in 1896-97, it was only 481; while the average of success fell in the same period from 41.2 to 29.5 per cent. This fall is said to have been brought about by the adoption of a somewhat higher standard of valuation in the English language papers. The subjects in this examination are five—English, a Second language, mathematics, physiology or physiography, and history. In 1896-97, the average of success varied from 83 per cent in the Second language to 46 per cent in mathematics. Of the alternative subjects, physiography was taken up by 152 candidates out of a total of 1,628, the average of success being 65.8 per cent, as compared with 58.3 per cent in physiology. Colleges under public management passed 46 per cent of their candidates; Aided colleges only 34 per cent, though they presented more than four times as many. Of the total number who passed, nearly three-fourths were Brahmans; and the proportion of failures was highest among Muhammadans and non-Brahman Hindus.

The University of Bombay

The Director of Public Instruction in Bombay abstains altogether from any general remarks upon the University. But it is noticeable that the increase in fees has enabled the Government to withdraw the whole of its grant, which amounted to Rs. 10,000 in 1892-93, and Rs. 5,000 in 1895-96.

The total number of M.A.'s during the five years was 41, compared with 18 in the preceding quinquennium. In 1896-97, the number of candidates for the M.A. was 24, of whom 10 passed—8 from Government colleges (Elphinstone and the Deccan), and 2 from the Aided Wilson College at Bombay. In all the Aided colleges the Dakhshina fellows are encouraged to read for this degree. The total number of passes for the B.Sc. during the five years was 34, compared with 10 in the preceding quinquennium. In 1896-97, the number of candidates was 19, of whom 7 passed—3 from Government colleges (Elphinstone, College of Science, and Grant Medical College), and 4

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from Aided colleges (Wilson and Sind). The Sind College pays special attention to this examination, and its Principal has always been a man specially trained in science. The total number of passes for the B.A. in the five years was 808, or an average of 162, as compared with a total of 492 in the preceding quinquennium; but the increase has not been uniformly maintained. In 1896-97, the total number of candidates was 222, of whom 177 passed. In Government colleges the average of success was as high as 88 per cent, and in the Aided colleges 79 per cent. It is noted that the Aided institutions are responsible for a yearly increasing out-turn of B.A.'s. In 1896-97, the most successful college of all was the Wilson, with 40 passes; next came the Elphinstone with 32, and St. Xavier's with 28. The number of passes at all the examinations intermediate between Matriculation and the degree during the five years was 2,996, or an average of 599, as compared with a total of 1,738 in the preceding quinquennium. These examinations comprise the Previous (corresponding to the F.A. elsewhere), the Intermediate (sometimes called First B.A.), and the First B.Sc. For success in these, the Wilson College is again conspicuous, while St. Xavier's the Fergusson, and the newly recognised Maharashtra College also show well.

The University of Calcutta

At Calcutta, as at Madras, reforms with regard to affiliation, which were previously sanctioned, have been carried into effect during the present quinquennium. The Syndicate is now empowered to require that any new college or school claiming recognition has an efficient staff of professors or teachers, that it is under responsible management, that its constitution provides for discipline as well as sound education, and that an adequate rate of fees is charged. In the case of colleges, satisfactory assurances must be given that the institution will be maintained on the proposed footing for at five years; and power is given to withdraw the privilege of affiliation. In the case of schools, information may be called for as to the sanitary condition of buildings and class-rooms, so as to prevent overcrowding and other evils. Measures have also been adopted to guard against the possibility of personation at examinations. With regard to the subjects of examination, the M.A. course in mathematics has been divided into two parts—pure and mixed; descriptive astronomy and practical examination in chemistry have been added to the B. or science side of the

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B.A. course; while for both the B.A. and the F.A. the number of prescribed English books has been reduced, and original composition in English has been substituted. The question of extending the scope of the Matriculation or Entrance examination, by introducing subjects of a more practical or technical character, was under the consideration of the Senate in 1892-93; but the proposed scheme has been rejected. Another subject now engaging attention is the creation of two new degrees—Doctor in Science and Doctor in Literature. Changes that have been made in the faculties of law and medicine will be noticed later. The total number of affiliated colleges is stated in the Calendar to be 97, but only 40 of these are situated in Bengal. The University rarely exercises its right to confer honorary degrees; but during the period under review the hon. degree of LL.D. was conferred upon Sir Alfred Croft, for many years a member of the Senate and latterly Vice-Chancellor, on the eve of his retirement from India.

The total number of M.A.'s during the five years was 340, or an average of 68 a year, as compared with a total of 299 in the preceding quinquennium. Of these 329 came from Bengal, thus distributed according to colleges: Presidency College, 162 (being just one half); other Government colleges, 30; Aided Missionary colleges, 43; Unaided colleges, 13; and teachers and private students, 81. They may again be thus distributed according to the subjects which they took up for their degree: English (as being of the greatest help in learned professions), 146; Latin, 3; Oriental classics (chiefly Sanskrit, from the Sanskrit College), 21; history, 3; philosophy (as being specially congenial to Hindu tastes), 42; mathematics, 33; science, 81. The Director adds that "the large number of students in science marks the advent of a new era": they almost all came from the Presidency College. In 1896-97, the total number of candidates for the M.A. was 194, of whom 83 passed. The Presidency College passed 44, Dacca 4, the Sanskrit College 3, and Hooghly 1, making 52 M.A.'s from the Government colleges; the Duff or Free Church College passed 11, and the General Assembly's Institution passed 3. All the rest were private students. As regards subjects, no candidates took up Arabic, history, or geology; nor were any successful in Persian or botany.

The total number of B.A.'s during the five years was 1,859, or an average of 572, as compared with a total of 1,765 in the preceding quinquennium. The examination for the B.A. has two alternatives, the A. and the B. course, the former of which may be called the Literature

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course, and the latter the Science course. The examination in English is common to both. In the A. course, the second subject must be mental and moral science, while the third subject may be either a classical language, history, or mathematics. In the B. course, the second subject must be mathematics, while the third subject may be one of several branches of science. The A. course still continues to be far the more popular of the two, because students who intend to adopt a learned profession consider it of more use to them. But the number of candidates taking up the B. course shows a steady increase, owing to the improved provision for teaching science in the colleges under private management, especially in the City College and the General Assembly's Institution. Comparing the two quinquennium, the proportion of candidates taking up the B. course has risen from 22.3 to 29.5 per cent of the total, while, if we compare the two years 1891-92 and 1896-97, the proportion has risen from 16.0 to 35.4 per cent. The average of success has throughout been higher among candidates taking the B. course, which is attributed to the difficultly of the examination in mental and moral science. During the former period, the average of success in the B. course was 43.4 per cent, compared with 31.7 per cent in the A. course; while in the later period it was 31.0 per cent, compared with 26.3 per cent, showing a considerable fall in both cases. In 1896-97, the total number of candidates for the B.A. was 1,521, of whom 364 passed, the average of success being only 25 per cent, though this was higher than in the preceding year. In the A. course the average of success was 26 per cent, compared with 24 per cent in the B. course, which would seem to show a change in the general tendency remarked upon above. More than a third of the B. course students came from the Presidency College, and about a sixth each from the City College and the General Assembly's Institution. The A. course passes are almost equally divided among Government, Aided, and Unaided institutions, the largest number having come from the Presidency College and the Free Church Institution. The Presidency College is also conspicuous in the honours list, having 11 out of 13 in the first class, and nearly one half of the second class. Taking both courses together, the average of success was 30.5 for Government colleges, 27.9 for Aided colleges (all under Missionary management), and 18.1 for Unaided colleges. It is thus evident that the Government colleges still hold their own, though institutions under private management have been passing more and more students every year.

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The total number of passes in the F.A. during the five years was 4,850, or an average of 970, as compared with a total of 4,271 in the preceding quinquennium. In 1896-97, the number of candidates from colleges (excluding 11 successful private students) was 2,631, of whom 1,066 passed. The average of success was 45 per cent in Government colleges, 41 per cent in Aided, and 34 per cent in Unaided. The Presidency College alone had 80 passes (10 in the first division) and an average of success as high as 72 per cent. The Unaided City College can show one more pass, but its average of success was only 37 per cent. Next come the Unaided Braja Mohan Institution at Barisal (70 passes and an average of 72 per cent), the Unaided Ripon College (64 passes and an average of 29 per cent), the Unaided Burdwan Raj College (63 passes and an average of 53 per cent), the Unaided Jagannath College at Dacca (58 passes and an average of 31 per cent), the Aided General Assembly's Institution (54 passes and an average of 42 per cent), the Aided St. Xavier's College (53 passes and an average of 59 per cent), the Free Church Institution (37 passes and an average of 38 per cent), the Government College at Dacca (36 passes and an average of 41 per cent), and the Unaided Bihar National College at Bankipore (34 passes and an average of 24 per cent). Altogether, more than half the successful candidates came from Unaided institutions.

The total number of passes for the Matriculation or Entrance examination during the five years (including those from extra-provincial institutions) was 14,904, or an average of 2,981, as compared with a total of 11,022 in the preceding quinquennium. Taking only the candidates from schools in Bengal, the highest average of success was 81.0 per cent for schools under public management in 1892-93, and the lowest was 38.9 per cent for Unaided institutions in 1893-94. The great fluctuations from year to year in this examination have already been commented on; and the success of the different classes of schools will be discussed in the following chapter on Secondary Education.

The University of Allahabad

The University of Allahabad was founded in November, 1887, and held its first examinations in the following year, so that only four complete years were comprised in the earlier quinquennium. The stimulus given to collegiate education by the foundation of a local University is shown by an increase in students at the rate of 157 per

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cent during the five years ending 1892, as compared with an increase of 37 per cent in the previous five years. It could not be expected that this rate of increase should be maintained, and as a matter of fact it has dropped to 10 per cent in the present quinquennium.

The curriculum was naturally modelled upon that of the Calcutta University, to which the colleges in the North-West had previously been affiliated. But more attention has been given to science, and it seems probable that the general standard is somewhat lower. From the first, the B.A. was divided into an A. and a B. course, as at Calcutta; and from an early date the F.A. was divided in the same way. A separate faculty of Science has now been constituted, which confers the degrees of Doctor and Bachelor. But there is no examination for the First B.Sc., as at Bombay; and the D.Sc. seems to correspond to the M.A. in science at Calcutta. Other changes introduced during the period under review are—the institutions of a Final School Examination, as an alternative for the Matriculation, intended to recognise and encourage the bifurcation of studies in High schools; encouragement of advanced study in the vernaculars by means of special examinations; the requirement that all candidates for a degree in law should have passed the B.A. before they attend the prescribed courses of lectures in law; and the annual grant of Rs. 1,000 for the expenses and prizes at the Intercollegiate Tournament. There is as yet no faculty of medicine in the University.

The total number of M.A.'s during the last five years was 112, or an average of 22, as compared with a total of 40 in the preceding four years. This is a much larger number than in any other Indian University, except that of Calcutta. The Director remarks: "Anxiety to get as quickly as possible into Government service tends to keep the postgraduate classes small; but there are now many more applicants for appointment than can be at once employed, and students will soon find that they cannot better occupy themselves in the interval than by going on with their studies, and obtaining the higher degree which will give them an advantage over other competitors for employment." In 1896-97 the number of candidates for the M.A. was 27, of whom 17 passed, showing a considerable decline on the preceding years. Among them is included one candidate for the D.Sc., who took up mathematics and was successful. English is always by far the most popular subject, because of its utility in after life. Not a single candidate took up either Arabic or philosophy. Only one took up Sanskrit, and one Persian, of

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whom the former failed. One took up chemistry, and one history, both of whom were successful. The Muir College sent up 12 candidates and passed nine, including the D.Sc. The Aided college at Agra passed four out of six, and the Unaided St. John's College at the same place passed two out of five. The Aided Canning College at Lucknow passed one candidate (in physics) out of two. The Government Queen's College at Benares and the Muhammadan Anglo-Oriental College at Aligarh were both unrepresented.

The total number of B.A.'s during the last five years was 727, or an average of 145, as compared with a total of 307 in the preceding four years. Of these, only 19 per cent took up either the B. course or the B.Sc., and there seems no growing tendency in favour of the science side. Taking the whole period of five years, the average of success was 60 per cent in the A. course, and 54 per cent in the B. course; but in the single year 1896-97, the averages fell to 51 and 42 per cent, indicating that the standard of examination had been raised, which is admitted to be the case. This rise in standard really took place in 1895-96, when the general average of success was only 49 per cent as compared with 51 per cent in the following year. The largest number of failures occur in English and philosophy. During the past three years the proportion of failures in English has steadily risen from 15 to 33 per cent; and the proportion of failures in philosophy also amounts to nearly one-third. "In the case of English, it was almost universally acknowledged two years ago that the time had come for requiring higher attainments on the part of our graduates. Accordingly the regulations were revised, and provision was made for the introduction into the question-papers of passages not taken from the prescribed text-books." The raising of the standard in philosophy was not due to any change in the regulations; "but it was in accordance with the general opinion which had found expression at meetings of the Syndicate, that the examination in this subject was altogether too easy." In 1896-97 the standard in mathematics was likewise raised, so as to comprehend a more extensive course of reading. This operated in several ways: first, by preventing any candidates for the A. course from taking up mathematics at all; secondly, by diminishing the number of candidates for the B. course, where mathematics is compulsory; and thirdly, by causing the proportion of failures among those who did take up the new mathematical course to amount to 37 per cent. Of seven candidates from the Muir College, only two were successful. As the Director

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remarks: "This is in itself enough to show that something is wrong either in the course prescribed or in the method of examining." On the other hand, the standard in the alternative subjects for mathematics for the A. course—a Second language or history—would seem to be too easy, for the number of failures has fallen in three years from 52 to 13. In 1896-97, about two-thirds of the candidates for the A. course, who were practically excluded from mathematics, took up as their third subject Persian, "reputed an easy way of compassing a degree;" about half of the remainder took up history "also an easy subject;" nearly all the rest Sanskrit, and only four Arabic. With regard to individual colleges, the Director writes as follows:

> "The colleges represented by the largest number of candidates are the Muir College [at Allahabad] with 60, and the Canning College [at Lucknow] with 57, the numbers passed being 36 and 32 respectively. The Muir College has the credit of obtaining the only three places gained in the first division. The Canning College shows the largest number of candidates and of passes in the A. course. The highest percentage of success is won by the Queen's College [at Benares], where the improvement on last year's results is very marked. On the other hand, the Meerut College has conspicuously failed to maintain the success with which it started last year. . . . The Bareilly College shows considerable improvement. The Agra College was less successful than usual; . . . and the Muhammadan Anglo-Oriental College [at Aligarh] has been similarly unfortunate. The success of a candidate from the Woman's College, Lucknow, shows that that institutions continues to do good work."

An examination for the B.Sc. was held for the first time in 1896-97. There were eight candidates, of whom all were successful except one, who failed to put in an appearance: three from the Muir College, and two each from the Agra and Canning Colleges. Three of them appeared also for the B.A. examination.

The total number of candidates for the Intermediate examination (or F.A.) during the last five years was 2,768, or an average of 554, compared with a total of 760 in the preceding four years. But it is to be noted that the numbers have steadily fallen in the last two years. This examination, like the B.A., is divided into an A. or literary course and a

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B. or science course. In this case, it would seem that the B. course is growing in favour. During the whole period of five years, the proportion who took the B. course was 30 per cent; whereas in the last year (1896-97) the proportion was as high as 36 per cent. It would also appear that the B. course is the easier of the two; for during the whole period the average of success was 47 per cent in the B. course, compared with 40 per cent in the A. course. In 1896-97, the average of success in the total was 42 per cent, being 40 in the A. course, and 45 in the B. course, which seems to imply some raising of the standard. The Director remarks that the examination in logic shows signs of becoming more difficult year by year; while the number of failures in English has steadily diminished, though the standard has certainly not been lowered. Of individual institutions, the Canning College at Lucknow sends up the largest total; but the Muir College at Allahabad stands first in the B. course, and the Muhammadan Anglo-Oriental College at Aligarh in the A. course.

The results of the Matriculation or Entrance examination, of the School Final Examination started in 1894, and of the Special Vernacular Examination which the University of Allahabad has conducted since 1896, will be considered in connection with Secondary schools.

The Punjab University

The Director of Public Instruction gives the following summary of the chief changes that have taken place in the University of the Punjab during the last five years:—

> "In connection with the Resolution of the Government of India on the expediency of introducing an alternative Entrance examination, which would lead to a bifurcation of studies in High schools, the Punjab University, after long and careful deliberation, adopted an Entrance Examination in Science, different from and running parallel to the Entrance examination in Arts. This measure led to the need for higher examinations in the same line; and a complete scheme for Entrance, Intermediate, and Degree examinations in Science received the sanction of the Supreme Government in 1894. In the same connection, a final school examination, called the Clerical and Commercial Examination, was also adopted, not leading up to University studies, but intended to

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mark special fitness for business, office, and such other lines of life.

"The second matter which specially occupied the Senate's attention concerned occasionally recurring fluctuations in the results of examinations. A proposal to appoint Moderators was not favourably entertained; but several important measures were adopted, which cannot fail to have a salutary effect. In the first place, an expert standing sub-committee has been appointed for the selecting of examiners; and experience shows that practical teachers, well acquainted with the style of questioning and the standard of answering required, are now almost invariably chosen. Then, to further guide the examiners, model papers are prepared, which are revised as may seem to be needed; and detailed rules are laid down as to distributing the questions over the course of studies, and apportioning the marks over the different questions. In the Middle school and Entrance examinations, not less than five per cent of the answer-papers are re-examined by the head examiner, to ensure that a correct and uniform standard of marking has been adopted; and in all the examinations the answer-papers of every candidate who, having passed in the aggregate, has failed by not more than five marks in one compulsory subject only, are re-examined, in order to guard against any undue severity or error in valuing the answers. It has also been ruled that, before the publication of any results, these shall be submitted to the Board of Studies, with a statement of the percentage of passes in each subject, when the Board may order, should this be deemed necessary, the re-examination of any set of answer-papers by the original examiners."

Other changes may be briefly mentioned. The standard for admission to medical studies has been raised from the Entrance to the Intermediate; at the suggestion of the Educational Conference, modifications have been made in the rules for admission to the Middle School and Entrance examinations, with a view to the better maintenance of school discipline; and a University Sports Tournament has been established for the encouragement of systematic physical training among college students.

The results of the several University examinations for 1896-97 are compared with those for 1891-92, for the most part with reference

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only to candidates from Provincial institutions. In all the Arts examinations taken together, the number of candidates has increased from 341 to 831, and the number of passes from 217 to 390. On the Oriental side, there has been a decrease from 12 to 9 in the candidates, and from 11 to 6 in the passes. In the Oriental Language examinations the number of candidates has increased from 248 to 271, and the number of passes from 117 to 126. In Law, the candidates have nearly quadrupled. In Medicine the number of candidates has increased from 58 to 115, and the number of passes from 34 to 49.

The number of M.A.'s from Provincial institutions only has increased from 2 to 11, the average of success having risen from 40 to 58 per cent. In 1896-97, the number of candidates was 19, of whom 8 took English, 4 Science, 3 Sanskrit, 2 Philosophy, and 1 History; and it is noticeable that none of the passes were above the third division. The Government college at Lahore passed 6 candidates, and the Aided St. Stephen's College at Delhi passed 4. Including private students, the total number of M.A.'s was 16; and to these may be added one M.O.L. (Master of Oriental Learning).

The number of B.A.'s from Provincial institutions has increased from 38 to 76, but the average of success has fallen from 47 to 36 per cent. This decline, which is found also in the results of the Intermediate, is attributed not to any raising of the standard but to the somewhat indiscriminate rush of students to the newly founded Arts colleges. In this examination, the most popular elective subjects are history and mathematics; while science is now taken by about one-third of the candidates, compared with only one-eighth five years ago. With regard to the several subjects, the average of success in 1896-97 was highest in philosophy (97 per cent) and lowest in Persian (44 per cent). Of the individual institutions, the Government College passed 33, or 46 per cent; while the Aided Forman Christian College and the Unaided Dayanand College each passed 20, with an average of 30 and 32 per cent respectively. All these three colleges are at Lahore. Including private students, the total number of B.A.'s was 104; and to these may be added one B.O.L. (Bachelor of Oriental Learning).

The number of passes at the Intermediate from Provincial institutions has increased from 116 to 205, but the average of success has here again fallen from 77 to 61 per cent. (At Calcutta, the average of success in this examination is less than 40 per cent). Persian is by far the most popular of the Second languages, and science of the elective

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subjects. With regard to the several subjects, the average of success in 1896-97 was highest in Arabic (100 per cent) and lowest in science (70 per cent). Of the individual institutions, the Dayanand College comes first with 80 passes, and an average of 62 per cent; but the Government College, with 44 passes, has an average of 71 per cent, and the largest number of places in the first division. The Aided Forman College, the Aided Scotch Mission College at Sialkot, and the two newly founded Unaided Colleges—the Gordon Mission at Rawalpindi and the Islamiya at Lahore—also show good results. Including private students and candidates from extra-provincial institutions, the total number of passes at the Intermediate was 270; and to these may be added four passes on the Oriental side, compared with six passes five years ago.

Progress of Arts Colleges

Table 49 gives the attendance at English Arts colleges on 31st March in each of the eleven years, 1886-87 to 1896-97, together with averages for the two quinquennial periods, and the proportion of boys of school going age of whom one was attending an Arts college in each of the three quinquennial years. The table has been compiled in this form in order to eliminate as far as possible the large variations due to accidental circumstances. These variations are caused partly by the changes of regulation or of standard in the University examinations, which may largely augment or reduce the number of students in any class in the preceding or following year; and partly by such a calamity as the plague, which struck more than one third of the students off the rolls in Bombay in 1896-97. It is manifest that such causes must operate with great effect upon comparatively small numbers; and therefore the general progress of Arts colleges is best shown over a long series of years.

Taking the whole period of ten years, the total number of students has increased from 8,060 to 13,933, or at the rate of 74 per cent; but this increase is very unevenly distributed. In the first quinquennium, the rate of increase was 54 per cent; in the second quinquennium it fell to 12 per cent. If we look at successive years, we shall find that the increase in 1887-88 was as high as 20 per cent, and that during the four years from 1890-91 to 1893-94, it was maintained at the uniform rate of just 7 per cent. But since the last-mentioned year the rate of increase has steadily fallen, until the plague brought about an actual decrease of 5 per cent. The averages for the two quinquenniums show results less

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TABLE 49

Progress of Arts Colleges, 1886-87 to 1896-97

Province	*Number of Students*											*Average for Five Years*		*Number of Boys of School-going Age of whom one was attending an Arts College*		
	1886-87	*1887-88*	*1888-89*	*1889-90*	*1890-91*	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*1887-88 to 1891-92*	*1892-93 to 1896-97*	*1886-87*	*1891-92*	*1896-97*
Madras	2,979	3,036	3,069	3,043	3,205	3,818	3,537	3,330	3,185	3,400	3,540	3,234	3,398	769	693	766
Bombay	955	1,020	1,179	1,229	1,289	1,332	1,572	1,504	1,653	1,669	1,064	1,205	1,489	1,877	1,574	1,962
Bengal	3,215	4,494	5,168	4,882	5,232	5,225	5,443	6,240	6,122	6,193	6,384	5,000	6,076	1,584	1,050	856
N.-W. P. and Oudh	478	637	699	931	1,194	1,311	1,408	1,520	1,654	1,524	1,446	954	1,510	7,205	2,781	2,520
Punjab	319	305	322	358	389	462	589	797	930	998	1,101	367	883	4,801	3,654	1,725
Central Provinces	100	134	153	152	212	232	249	336	337	341	291	177	315	8,741	4,207	3,339
Burma	14	30	27	23	25	44	46	76	71	72	80	30	69	21,332	13,252	7,286
Assam	—	—	—	—	—	—	18	25	19	22	27	—	22	—	—	15,538
Total	8,060	9,656	10,617	10,618	11,546	12,424	12,862	13,828	13,971	14,219	13,933	10,972	13,763	1,975	1,427	1,268
Percentage of Increase or Decrease compared with the preceding column	—	+20	+10	0	+9	+8	+4	+7	+4	+2	-5	—	+25	—	+28	+11

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unfavourable to the later period, the increase being at the rate of 25 per cent. The proportion of students to boys of schoolgoing age increased in the earlier period by 28 per cent, and in the later period by 11 per cent.

Turning to the several Provinces, the Punjab shows the largest and most uniform rate of increase, especially in the later period. The North-West and the Central Provinces both show a very high rate of increase in the earlier period, which has not been maintained. In Bengal, there has been steady increase on the whole, subject to wide variations, caused (probably) by changes in the standard of the University examinations. The still wider variations in Madras are due to changes in the University regulations, which have intentionally raised the standard. Bombay would show unbroken progress if it had not been for the plague; the actual figures for 1896-97 are the lowest for any year since 1888-89. In averages for the two quinquenniums, the Punjab again takes the first place, with an increase of more than two-fold. Madras, on the other hand, appears almost stationary; but in this case the standard of comparison is not quite fair. From the Provincial point of view, the most interesting figures are those giving the proportion of students to boys of school-going age. In 1886-87, Madras stood easily first, with a proportion twice as good as her nearest neighbour, Bengal. But though Madras improved during the first quinquennium, she fell back during the second to her original mark, and Bengal has almost caught her up. The Punjab actually comes third, her mark showing an improvement of just one half in the later period. But she owes her place over Bombay to the plague, which has reduced Bombay's mark to below what it was ten years ago. The marks also bring out clearly that the North-West and the Central Provinces have not kept up their early promise.

General Statistics of Arts Colleges

Table 50 gives the general statistics of Arts colleges, according to management, for the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with percentages of increase or decrease. Here colleges are included as well as students.

Going back for ten years, the total number of colleges has increased from 86 to 115, the rate of increase being uniform (16 per cent in the earlier period, and 15 per cent in the later). As already stated, the rate of increase in the total number of students was 54 per

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TABLE 50

General Statistics of Arts Colleges According to Management, 1886-87, 1891-92, and 1896-97

Province	*1886-87*								*1891-92*							
	Under Public Management		*Aided*		*Unaided*		*Total*		*Under Public Management*		*Aided*		*Unaided*		*Total*	
	Colleges	*Students*	*Colleges*	*Students*	*Colleges*	*Students*	*Colleges*	*Students*	*Colleges*	*Students*	*Colleges*	*Students*	*Colleges*	*Students*	*Colleges*	*Students*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*
Madras	8	955	19	1,753	4	271	31	2,979	7	1,029	24	2,569	4	220	35	3,818
Bombay	*5	509	4	446	—	—	9	955	*4	476	4	613	1	243	9	1,332
Bengal	13	1,085	7	795	7	1,335	27	3,215	12	1,668	7	1,097	15	2,460	34	5,225
N.-W. P. and Oudh	3	212	4	237	5	29	12	478	3	498	4	659	5	154	12	1,311
Punjab	1	248	1	55	1	16	3	319	2	162	3	211	1	89	6	462
Central Provinces	1	47	2	53	—	—	3	100	1	88	2	144	—	—	3	232
Burma	1	14	—	—	—	—	1	14	1	44	—	—	—	—	1	44
Assam	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	32	3,070	37	3,339	17	1,651	86	8,060	30	3,965	44	5,293	26	3,166	100	12,424
Percentage of Increase or Decrease, compared with preceding year	—	—	—	—	—	—	—	—	–6	+29	+22	+58	+53	+91	+16	+54

(*Contd.*)

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TABLE 50 (*Continued*)

Province	1896-97								Percentage of Increase or Decrease			
	Under Public Management		Aided		Unaided		Total		1896-97 compared with 1891-92		1891-92 compared with 1886-87	
	Colleges	Students	Colleges	Students	Colleges	Students	Colleges	Students	Colleges	Students	Colleges	Students
1	18	19	20	21	22	23	24	25	26	27	28	29
Madras	7	851	27	2,504	3	185	37	3,540	+6	–7	+13	+28
Bombay	2	326	5	520	*3	218	10	1,064	+11	–20	0	+35
Bengal	12	1,663	7	1,509	19	3,212	38	6,384	+12	+22	+26	+61
N.-W. P. and Oudh	3	387	6	828	7	231	16	1,446	+33	+10	0	+151
Punjab	2	286	3	359	3	456	8	1,101	+33	+138	+300	+45
Central Provinces	1	93	2	198	—	—	3	291	0	+25	0	+132
Burma	1	71	1	9	—	—	2	80	+100	+82	0	+214
Assam	—	—	—	—	1	27	1	27	—	—	—	—
Total	28	3,677	51	5,927	36	4,329	115	13,933	+15	+12	+16	+54
Percentage of Increase or Decrease, compared with preceding year	–7	–7	+16	+12	+38	+37	+15	+12	—	—	—	—

* Including two Colleges in Native States.

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cent in the earlier period, and 12 per cent in the later, showing that the increase in the strength of each college has not been maintained. The actual averages are: 94 students, to each college in 1886-87; 124 students in 1891-92; and 121 students in 1896-97. Here again the decline can safely be attributed to the plague in Bombay. The increase in number of colleges is largest in Bengal, which now surpasses Madras; these two Provinces together have 75 colleges, out of the total of 115. But the rate of increase is highest in the Punjab, where the number has more than doubled. In the North-West, the number increased by one-third in the later period. In the Central Provinces the number has throughout remained unchanged; and in Bombay it has only risen from 9 to 10. Bengal again exhibits the largest increase in number of students, from 3,215 to 6,384; but the rate of increase has been much higher in the North-West and the Punjab. Bombay and Madras both show an actual decrease in number of students during the later period, the former owing to the plague, the later owing to more stringent University regulations. The Punjab, as usual, shows the highest rate of increase for the later period, no less than 138 per cent, compared with 82 per cent for Burma (where the totals are insignificant), and an average of 12 per cent for all India.

The number of colleges under public management has apparently decreased during ten years from 32 to 28, in accordance with the policy recommended by the Education Commission. As a matter of fact, the decrease in Government colleges proper is yet larger (from 29 to 23), two colleges in the Native States of Bombay being now entered as Unaided, while colleges under the management of Municipalities have risen from 1 to 5. The Punjab is the only Province to show an increase in colleges under public management, by the addition of one Municipal college. It is notable, however, that the number of students in colleges under public management has increased from 3,070 to 3,677, the average strength of each college having risen from 96 to 131. But this increase in number of students was entirely confined to the earlier period. In the later period there was a decrease of 7 per cent, due partly to the plague in Bombay, and partly to a real decrease in Madras and the North-West.

The number of Aided colleges has steadily increased from 37 to 51, the rate of increase being higher in the earlier period. The number of students in them has increased from 3,339 to 5,927, the rate of increase being 58 per cent in the earlier period, and only 12 per cent in

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the later. The average strength has risen from 90 to 116. Aided colleges are most numerous in Madras, which has more than half of the total number, though less than half the total number of students. The number of colleges in Bengal is unchanged, but the number of students in them has almost doubled. In the Punjab the number of colleges has risen from one to three, while the number of students has risen from 55 to 359. The North-West also shows great improvement; while in the Central Provinces it is notable that the two Aided colleges have progressed much more rapidly than the one college under public management.

The number of Unaided colleges has also steadily increased from 17 to 36, the rate of increase being slightly higher in the earlier period. The number of students in them has increased from 1,651 to 4,329, the rate of increase being 91 per cent in the earlier period and 37 per cent in the later. The average strength has risen from 97 to 120. Unaided colleges are most numerous in Bengal, which has about three-fifths of the total number, and about three-fourths of the total number of students. The system has also taken root in the Punjab, where more than two-fifths of the students are now in Unaided colleges, and to some extent in the North-West. In Madras, on the other hand, the number of both colleges and students has fallen. Of the three Unaided colleges in Bombay, two with 218 students are in Native States.

The following Table 51 gives the percentage of students in the several classes of Arts colleges, according to management for each of the three quinquennial years:—

The proportion of students in colleges under public management has steadily fallen from 38 to 26 per cent, while the proportion in Unaided colleges has risen almost as steadily from 21 to 31 per cent. The small balance has gone to Aided colleges, which show a very uniform proportion. The variations in the several Provinces are much more marked, and well illustrate their different systems. The decline in Government colleges is universal, the highest proportion now being 31 per cent in Bombay and the lowest 24 per cent in Madras. The prevalence of the Aided system in Madras is shown by an increase in the proportion from 59 to 71 per cent. The proportion is also high in the North-West and the Central Provinces. The prevalence of the Unaided system in Bengal is shown by an increase in the proportion from 41 to 50 per cent, but the increase in the Punjab is yet more striking.

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TABLE 51

Proportion of Students in Arts Colleges According to Management, 1886-87, 1891-92, and 1896-97

Province	*1886-87*			*1891-92*			*1896-97*		
	Under Public Management	*Aided*	*Unaided*	*Under Public Management*	*Aided*	*Unaided*	*Under Public Management*	*Aided*	*Unaided*
Madras	32	59	9	27	67	6	24	71	5
Bombay	53*	47	—	36*	46	18	31	49	20*
Bengal	34	25	41	32	21	47	26	24	50
N.-W. P. and Oudh	44	50	6	38	50	12	27	57	16
Punjab	78	17	5	35	46	19	26	33	41
Central Provinces	47	53	—	38	62	—	32	68	—
Burma	100	—	—	100	—	—	90	10	—
Assam	—	—	—	—	—	—	—	—	100
Average	38	41	21	32	43	25	26	43	31

*Including two Colleges in Native States.

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Classification of Arts Colleges

The following Table 52 gives the classification of Arts colleges according to grade, and also according to management, in each of the three quinquennial years. First-grade colleges are those which teach up to the B.A. examination; second-grade colleges teach only up to the Intermediate or F.A. examination.

There is an increase in both classes of colleges; but the first-grade increased more rapidly in the earlier period, the second-grade in the later period. The number of Government first-grade colleges has decreased by one, but it still forms nearly one-third of the whole. The number of Aided first-grade colleges has increased by seven, and the number of Unaided first-grade colleges by 11. Among second-grade colleges, those managed by Government have decreased by five; while the Municipal have increased by four, Aided by seven, and Unaided by six. Turning to Provinces. In 1896-97 Bengal had 24 first-grade and 14 second-grade colleges; whereas Madras had 11 first-grade and 26 second-grade. The North-West had six second-grade and the Punjab four; while Bombay had only two. All of the three colleges in the Central Provinces are first-grade.

TABLE 52

Classification of Arts Colleges According to Grade, 1886-87, 1891-92, and 1896-97

Management	*1886-87*		*1891-92*		*1896-97*	
	First Grade	*Second Grade*	*First Grade*	*Second Grade*	*First Grade*	*Second Grade*
Government	20	9	19	4	19	4
Native States	1	1	1	1	1	1
Municipal	—	1	—	5	—	5
Aided	19	18	25	19	26	25
Unaided	5	12	13	13	16	18
Total	45	41	58	42	62	53

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Arts Colleges in Madras

In Madras the number of first-grade colleges remained unchanged during the quinquennium at 11; but this result was brought about by the raising of the C.M.S. Noble College at Masulipatam from the second grade and the closing of the S.P.G. Caldwell College at Tuticorin. Of the total, three are under Government, one under Native and six under Missionary management, while one (the only Unaided one) is maintained by the Maharaja of Vizianagaram. The number of second-grade colleges increased from 24 to 26. This increase is accounted for by the opening of four new colleges—at Parlakimedi, Ongole, St. Thomé (near Madras), and Palamcotta; while the Negapatam College was closed, and that at Masulipatam raised to the first-grade. Of the total, only one was under Government, three were under Municipal, 13 under Missionary, and seven under Native management; while two (Unaided) were maintained by the Zamorin of Calicut and the Zamindar of Parlakimedi. The Berhampur College is liberally subsidised by the Zamindar of Kallikota, and the Pithapuram Raja's College at Coconada has an endowment of Rs. 24,000. Three of the colleges, including the Sarah Tucker College for women at Palamcotta, had only ten pupils or less on their rolls.

There are now only six Districts without a college; but in view of the backward condition or general poverty of some of these, or the proximity to Madras city of others, it does not seem probable that such institutions will be established in any of them (except perhaps South Arcot) for several years to come. There are also six Districts, besides Madras city, with first-grade colleges; and the opinion has been expressed that it would be desirable to establish a few more of these institutions in Districts not provided with them. The Director, however, inclines to the opinion that "as matters now stand, the Presidency is already over-supplied with first-grade colleges. Of the 11 colleges of this class, four have only 40 students or less in their two B.A. classes taken together; and there can be little doubt that, in some instances, managers have not at their disposal the necessary funds for the efficient working of such an expensive institution as a first-grade college. Moreover the student population declares itself in favour of education in the city of Madras. The returns of birthplace show that many students elect to complete their college course in one of the larger colleges of the Presidency town, in preference to reading in the colleges situated in their own Districts. This is a tendency which, for

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many obvious reasons, deserves encouragement, though it must be admitted that, in the absence of effective supervision and control outside the walls of his college, a student in a large city like Madras is exposed to dangerous temptations."

With regard to the decrease in students that marked the quinquennium as a whole and is particularly noticeable in some years, the Director offers the following explanation:—

> "In 1892, the Educational Rules came into operation, and gave a death blow to all adventure schools by imposing stringent conditions in regard to the recognition of High schools. Almost simultaneously the University revised its by-laws relating to the Matriculation, dispensed with special text-books in English, and raised the minimum for passing. The result of these measures was a fall in the number that passed the Matriculation [from 2,381 in 1891-92 to 520 in the following year]. As the Matriculation examination controls the admissions into the junior college classes, it is easy to understand why there was such a fall in the strength of the junior F.A. class in 1893 [to 597 from 1,463 in the previous year], and why the figures for the following years of the quinquennium reveal no expansion in the strength of the senior F.A. and B.A. classes. But in consequence of the larger number that passed at the two last Matriculation examinations [1,690 and 1,642] the F.A. classes have begun to expand again, and it is expected that the colleges will ere long recover the strength they showed on 31st March 1892, when the figures were the highest on record."

Arts Colleges in Bombay

In Bombay, the number of first-grade colleges remained during the quinquennium unchanged at four. The number of second-grade colleges increased from one to two, by the recognition in 1896 of the Maharashtra College at Poona for the purposes of the Previous examination for a term of three years. The number of Aided colleges increased from four to five, by the addition of the Fergusson College in Poona, to which the Government gave a grant of Rs. 3,000 a year in 1894, and at the same time extended to it the benefit of three fellowships from the Dakshina Fund. According to management, two colleges are maintained by Government, in Bombay city and Poona;

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two colleges in Bombay city, the Wilson and St. Xavier's, are under the management of religious societies: the Sind College at Karachi and the Gujarat College at Ahmedabad are under boards on which Government is strongly represented; two colleges, with European Principals, are in the Native States of Kalhapur (Southern Mahratta) and Bhavnagar (Kathiawar); and two colleges at Poona are under registered societies of Native gentlemen, with an entirely Native staff. All of these are Aided, with the exception of the new Maharashtra College at Poona. The results of the University examinations show, here as elsewhere, that candidates from the Government colleges have been most successful for the M.A. The Missionary colleges also prepare for this course, and the Dakshina fellows in all the Aided colleges are encouraged to read for a higher degree. Both of the Government colleges are full, and compete successfully against the Aided institutions, which, however, are responsible for a yearly increasing out-turn of B.A.'s. The honours in the last B.Sc. examination were fairly divided between the two classes of colleges. The Sind College pays special attention to this examination, and its Principal has invariably been a man trained in science. "Finally," adds the Director, "it may be said that the collegiate wants of the Presidency are adequately supplied, except perhaps in the Southern Division. There has been of late years a tendency to multiply colleges in Poona and Bombay: the University has recognized a third college in the former city, and is considering the recognition of a fourth college in Bombay. The tendency is hardly wholesome, when the difficulty that graduates have in obtaining suitable employment is considered."

The figures for attendance in 1896-97 are altogether misleading, by reason of the plague. Three colleges had to be closed altogether before 31st March, on which day the returns are made up, and therefore appear as blank. In others, the strength returned is only nominal, because the Syndicate of the University allowed students to keep their term without residing or attending lectures. A few, on the contrary, almost doubled their numbers, through the admission of temporary fugitives from Bombay and Poona. But if we exclude this disastrous year, the Director seems justified in affirming that "The tendency in this Presidency is towards a steady and gradual increase in attendance at Arts colleges."

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Arts Colleges in Bengal

In Bengal, the number of colleges under public management has remained unchanged at twelve, of which one is managed by the Municipality of Midnapore, and the rest by Government. The number of Aided colleges (seven) is also unaltered. A net increase of four Unaided colleges (from 15 to 19) is thus accounted for: the Bishop's College has ceased to furnish returns since 1895, and La Martinière for boys had no collegiate pupils in 1897; but the loss of these two institutions has been more than counterbalanced by the reappearance of Doveton College and Loretto House with college classes since 1894, and by the establishment of college departments in connection with the Central Institution (1895), the Arya Mission Institution and the Calcutta Boys' School (1896), and the Century School (1897)—all in the city of Calcutta. There are, besides, the Bishop's College in Calcutta, and Harendralal College in the Dacca District affiliated up to the F.A. standard in 1897, and St. Joseph's College at Darjiling; but these have not furnished returns. Of the Aided colleges two, and of the Unaided 12, are under Native management; the rest are conducted by Missionary bodies. The Bethune College (managed by the Department), the Loretto House, and a branch of La Martinière in Calcutta are for female students.

The returns of attendance during the quinquennium show a rapid rise for two years, and then an almost stationary condition, the total increase being 22 per cent. These variations are assigned to changes in the standard of the Entrance examination, which was passed by only 40 per cent of the candidates in 1892, and by 65 per cent in 1894. The increase, however, has not been shared by all classes of colleges. Government institutions show an actual loss, explained by the exclusion of the Vedic and Title classes of the Sanskrit College, which now appear among "Special Schools." The Aided institutions have gained most, the strength of the General Assembly's Institution having risen from 381 to 532, and that of St. Xavier's College from 197 to 369. The increase in the Unaided institutions is less, the great advance in the City and Ripon Colleges in Calcutta being offset by the fall in the Metropolitan Institution, which has steadily deteriorated since the death of its founder, Pandit Isvar Chandra Vidyasagar, in 1891.

"In Bengal," says the Director, "there seems to be no need for Departmental measures to be adopted for the further extension of collegiate education, private enterprise having perhaps done more in

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this respect than the country requires. The only Commissioner's Division without a college is Chota Nagpur; and if the High schools at Ranchi, Palamau, and Hazaribagh continue to show increased success at the Entrance examination, as they have been doing for some time past, it may be hoped that local efforts will be made to start a second-grade college at one of the headquarters stations." The withdrawal of Government from the direct management of colleges seems to have reached its limit with the transfer of the Midnapore and Berhampore Colleges, the former to municipal and the latter to private management, in 1888. The question of transferring the Chittagong, Kirshnagar, and Rajshahi Colleges still stands over, as none seem willing to undertake their management.

Arts Colleges in the North-West Provinces and Oudh

In the North-West, the number of Government colleges remains unaltered at three. The number of Aided colleges has increased from four to six, by the addition of the Meerut College and Christ Church, Cawnpore. The number of Unaided colleges has increased from five to seven: though the London Mission at Benares has dropped off, the Kayasth Pathsala at Allahabad had taken its place; and the Women's College at Lucknow and the Ramsay College at Almora have both opened collegiate departments. In addition, the Philander Smith Institute at Mussoorie and the Girls' High School at Allahabad both sent up successful candidates for the Intermediate examination in 1896-97, though they are not completely organized as colleges.

The rapid increase of students which marked the former quinquennium has not been maintained. Nearly every Principal complains of a falling off in attendance in 1896-97, as compared with the previous year. In the Muir Central College at Allahabad, the drop was from 253 to 195, mainly in the first-year class. The chief reason assigned is the augmentation of the fees, in accordance with the policy deliberately adopted by Government. Variations in the standard of the University examinations, excessive multiplication of colleges, and poor education in the schools are mentioned as contributory causes. The Muir College, in particular, has suffered from the opening of the Kayasth Pathsala, which increased its strength in the last year from 21 to 73, by the inducement of a low fee-rate. Taking the whole quinquennium, the total number of pupils has apparently increased from 1,311 to 1,446, or by 10 per cent: but in the intermediate year

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1894-95 the total was as high as 1,654.

Arts Colleges in the Punjab

In the Punjab, the number of colleges has risen from six to eight, by the recognition of two Unaided institutions of the second-grade, the Islamiya College at Lahore and the Gordon Mission College at Rawalpindi. The number of first-grade institutions has risen from three to four, by the promotion of the Unaided Dayanand College at Lahore. There are two colleges under public management, the Government College at Lahore and the Municipal College at Amritsar (second-grade); and three Aided colleges under Missionary management, the St. Stephen's College at Delhi, the Forman Christian College at Lahore, and the Scotch Mission College at Sialkot (second-grade). Lahore, therefore, has four Arts colleges, a larger number than any city in India except Calcutta and Madras.

The number of students has increased from 462 to 1,101, or by 138 per cent; and this increase is shared by every institution, though it would seem that the Government College at Lahore is beginning to feel the competition of its rivals. The number of candidates in the several University examinations has increased at the same rate as the total number of students, and the proportion of passes is higher in the Punjab than in any other Province. The Principals, without exception, speak well of the conduct of their students, both at work and at play. The hostel or boarding-house system is widely adopted; and athletic games have been encouraged by the establishment of the University Sports Tournament, in which the colleges compete against each other.

The success of the Dayanand Anglo-Vedic College is so interesting as to merit special notice. It is an institution under the management of the Arya Samaj, with a purely native staff, which was founded as recently as 1888. Five years ago the number of pupils was only 89; they are now 383, making it the strongest institution in the Province, and they obtained more passes than any other college in the Intermediate examination. The expenditure, which is almost entirely derived from fees, shows an average cost of Rs. 38 for each student, as compared with Rs. 200 in the Government college. There are in all 30 scholarships, of the aggregate value of Rs. 3,907, some of which are provided by District Boards and Municipalities. One of the principal objects of the college is to encourage a taste for classical Sanskrit, and to promote the study of those works which are universally recognised

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among Hindus as the productions of their best thinkers and philosophers. A double course of Sanskrit is taught in each class, not only to prepare students for the University examinations, but also to give them an acquaintance with the more ancient parts of Sanskrit literature. The recitation of Veda *mantras* is compulsory; so also is the learning of Sandhya hymns, with an intelligent comprehension of the subject treated in each hymn. And yet the roll of students includes 32 Sikhs, three Muhammadans, and one Native Christian.

Arts Colleges in the Other Provinces

In the Central Provinces there has been no change in the number of colleges. which consist of the Government College at Jubbulpore, and two Aided institutions at Nagpur, the Hislop and Morris Colleges. All of these have recently been provided with excellent hostels, and athletic sports are encouraged by the formation of a Field Games Association. The Government College is peculiar in that it teaches only the scientific course of the B.A. examination at Allahabad, partly to encourage a more practical education, and partly to avoid competition with the Aided institutions. This has a tendency to reduce its strength, as many students after passing the F.A. examination leave for other colleges where the literary course is taught. In 1896-97 it obtained 24 passes in the F.A. and only four passes in the B.A., as compared with 27 passes in the F.A. and 17 passes in the B.A. at the other two colleges. The attendance of students has followed the same course as in the North-West, and apparently from the same cause—the raising if fees. The total for 1896-97 shows an increase of 25 per cent of compared with 1891-92; but it is 19 per cent lower than the average of the three preceding years.

University education remains backward in Burma. The Rangoon College is a Government institution, under the management of the Education Syndicate. Its strength has increased from 44 to 71, and its students have occasionally done well in the examinations of the Calcutta University. Honour classes will henceforth be included in the curriculum; and it is proposed to found scholarships to induce pupils in the High schools at Moulmein and Akyab to proceed to the college course. In 1894 the Baptist Mission College, also at Rangoon, was opened as an Aided institution of the second grade, affiliated to the Calcutta University. The number of its students has not yet exceeded 9.

In Assam an Unaided institution of the second grade was opened

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at Sylhet in 1892, under the name of the Murari Chand College. It is almost entirely supported by its founder, a local *zamindar*. The staff consists of a Principal and three Professors, all Native graduates of Calcutta. The number of students has gradually risen to 27; and the total number of passes in the Intermediate examination at Calcutta has been 22 during the five years. Assam, as also Coorg and Berar, is liberal in providing scholarships for native students in extra-provincial colleges. In 1896-97 there were 155 students from Assam studying in Arts colleges in Bengal, of whom 21 were in the third year and 45 in the fourth. The number of passes from among them was 23 at the F.A. examination and 10 at the B.A.; while one Assam student, who read privately, took the M.A. degree at Calcutta.

During the last five years 80 students from Berar (including 19 scholarship holders) passed University examinations at Bombay—29 the Previous, 8 the First B.A., 13 the Intermediate, 18 the B.A., 10 the LL.B., 1 the L.C.E., and 1 the M.A.

Expenditure on Arts Colleges

The following Table 53 gives the expenditure on Arts colleges in the several Provinces, for the two years 1891-92 and 1896-97, according to sources, with percentages of increase and decrease. The amount contributed by Provincial Revenues has been sub-divided between colleges under public management and Aided colleges.

The total expenditure from all sources has increased by Rs. 3,28,949, or at the rate of 16 per cent, as compared with an increase of 25 per cent in the preceding quinquennium. The total expenditure from Provincial Revenues has increased by Rs. 93,662, or 11 per cent, as compared with an increase of only 4 per cent. The amount from this source devoted to colleges under public management has increased by Rs. 55,150 or 8 per cent, compared with a decrease of 3 per cent; while the amount devoted to Aided colleges has increased by Rs. 38,512 or 19 per cent, compared with an increase of 37 per cent. The total expenditure from Local and Municipal Funds has increased by Rs. 5,247, or at the rate of 17 per cent, compared with an increase of 44 per cent. The total expenditure from fees has increased by Rs. 1,11,256, or at the rate of 18 per cent, compared with an increase of 71 per cent. The total expenditure from "other sources" has increased by Rs. 1,18,784, or at the rate of 25 per cent, compared with an increase of 24 per cent. It will be seen that the expenditure increased more rapidly

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TABLE 53

Expenditure on Arts Colleges, 1891-92 and 1896-97

Province	*1891-92*						
	Provincial Revenues			*Local and Municipal Funds*	*Fees*	*Other Sources*	*Total*
	Public Management	*Aided*	*Total*				
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	1,61,562	79,547	2,41,109	—	1,90,527	1,22,618	5,54,254
Bombay	94,221	43,132	1,37,353	13,524	87,281	76,142	3,14,300
Bengal	2,67,845	24,841	2,92,686	78	2,75,505	1,38,836	7,07,105
N.-W. P. and Oudh	54,976	38,126	93,102	9,742	46,000	86,286	2,35,130
Punjab	38,349	9,000	47,349	5,739	25,052	25,826	1,03,986
Central Provinces	14,672	3,293	17,965	1,500	4,638	20,650	44,753
Burma	40,291	—	40,291	—	2,490	—	42,781
Assam	—	—	—	—	—	—	—
Total	6,71,916	1,97,939	8,69,855	30,603	6,31,493	4,70,358	20,02,309
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	—
1891-92 compared with 1886-87	–3	+37	+4	+44	+71	+24	+25

(*Contd.*)

TABLE 53 (*Continued*)

Province	1896-97							Percentage of Increase	
	Provincial Revenues			Local and Municipal Funds	Fees	Other Sources	Total	1896-97 compared with 1891-92	1891-92 compared with 1886-87
	Public Management	Aided	Total						
1	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Madras	1,50,963	92,844	2,43,847	3,430	1,87,453	1,87,191	6,21,881	12	17
Bombay	1,16,656	49,942	1,66,598	16,675	98,009	88,252	3,69,534	18	26
Bengal	2,71,104	25,293	2,96,397	—	3,10,506	1,40,861	7,47,764	6	30
N.-W. P. and Oudh	92,506	54,314	1,46,820	10,107	72,081	1,14,313	3,43,321	46	18
Punjab	27,839	9,000	36,839	4,078	59,358	22,149	1,22,424	19	50
Central Provinces	14,773	3,838	18,611	1,500	10,370	19,282	49,763	11	17
Burma	54,445	—	54,445	60	4,306	13,660	72,471	69	45
Assam	—	—	—	—	666	3,434	4,100	—	—
Total	7,27,066	2,36,451	9,63,517	35,850	7,42,749	5,89,142	23,31,258	16	25
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	+8	+19	+11	+17	+18	+25	+16	—	—
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—

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during the earlier period under every heading except the first and the last. Adding together all Public Funds and all Private Funds, the proportion borne by the latter has risen steadily from 39.3 per cent, in 1886-87 to 45.1 per cent in 1891-92, and 48.8 per cent in 1896-97.

Turning to the several Provinces. The most rapid rate of increase is shown by Burma, where the expenditure on Arts colleges has more than doubled in ten years, and three quarters of the total is derived from Public Funds. At the other end of the scale is Bengal, where the increase has been only at the rate of 6 per cent, and where just one-half of the total is derived from Private Funds. It is remarkable that in the North-West the expenditure increased 46 per cent, in the later period, compared with 18 per cent in the earlier; whereas in the Punjab it increased only 19 per cent in the later period, and as much as 50 per cent in the earlier. Bengal obtains nothing from Local and Municipal Funds, which form an appreciable source of income only in Bombay and the North-West. Fees yield by far the largest amount in Bengal, but their proportion to the total is highest in the Punjab (48 per cent); in Burma the proportion drops as low as 6 per cent. The heading "other sources" includes the maintenance of two colleges in Bombay by Native States, and contributions from Missionary bodies, which are especially large in Madras.

The Reports of the Directors do not throw much light upon the general expenditure. Variations will always be caused by changes in the constitution of the staff from year to year. A common cause of increase in all Government colleges during the recent period has been the introduction of the Exchange Compensation Allowance, though this is alluded to only in the North-West. In Madras, the fact that expenditure has increased faster than the number of institutions is explained by the cost of improvements in respect of staff and equipment, especially in the case of first-grade colleges. In Bombay the Director draws attention to the fact that more than half the total increase falls on Provincial Revenues, "which should be noted by those who charge Government with neglect of higher education." He adds: "Expenditure from fees and endowments has also largely increased, which is as it should be, and the decrease under District and Municipal Funds is a matter for congratulation. The expenditure from these sources is mainly devoted to the maintenance of the Sind and Gujarat Colleges." In Bengal, the Director points out that the rate of increase in expenditure (5.7 per cent) has been much less than the increase in

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number of students (22 per cent), so that the average cost of educating each student has fallen from Rs. 127 to Rs. 114. By far the most expensive institution is the Presidency College; but even here the charge on Provincial Revenues has declined, owing to increased fee receipts, and the average cost to Government of each student has fallen from Rs. 223 to Rs. 172. No College in Bengal receives aid from Local Funds; and the Midnapore College, though managed by the Municipality, costs nothing to that body, the entire expenditure being met from fees and proceeds of endowments, supplemented by a grant from Provincial Revenues. Of the seven Aided colleges in Bengal, five are under Missionary management; and the large contributions from the several Missionary societies by which they are conducted account for the high proportion (over 44 per cent) of the expenditure from "other sources" in these institutions. In Unaided colleges, 37.6 per cent of the total expenditure is met from subscriptions and endowments. The Maharaja's College at Burdwan has to depend upon this source exclusively, and the Berhampore College nearly so, Rs. 8,546 in the former being contributed by the Raj, and Rs. 12,082 in the latter by the late Maharani Svarnamayi of Cossimbazar. With regard to the increase of expenditure in the North-West, it is remarked that more than one-third of it is due to the establishment of five new colleges; and that Rs. 8,000 was contributed from Provincial Revenues in 1896-97 towards the new science laboratories in the Muir Central College. The average cost per student shows a substantial rise, to be accounted for by increased outlay on equipment and maintenance, and also in a measure by the reduced numbers. In the Punjab, the most notable feature is the decrease under every head of Public Funds, especially under Provincial Revenues, accompanied by a yet larger increase from fees and "other sources." The result is that the average cost per student has fallen from Rs. 232 to Rs. 115; while the proportion of the total expenditure borne by Public Funds has fallen from 51 to 33 per cent. Even in the Government College at Lahore, the total expenditure has slightly decreased, though the number of pupils has increased by 76 per cent. In the Dayanand Anglo-Vedic College, an Unaided institution only recently raised to the first grade, the total cost of educating 383 students is only Rs. 14,082, of which 86 per cent was met from fees and the remainder from endowments. In the Oriental College, on the other hand, the total expenditure is Rs. 32,177, of which only Rs. 313 was met from fees; and the average cost of each student words out at

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Rs. 376. In the Central Provinces, there is only one Government college and two Aided colleges, of which one (the Morris) receives a grant of Rs. 1,500 from the Municipality of Nagpur and Rs. 600 from Provincial Revenues, while the other (the Hislop) is aided only from Provincial Revenues. Owing to a large increase in the attendance, the average cost of educating each pupil has fallen from Rs. 201 to Rs. 171; but this decrease is almost confined to the Aided colleges. The single college in Assam, which was opened in 1892, is Unaided, being maintained by its founder, who contributes the whole of the expenditure (Rs. 4,100), beyond the small amount (Rs. 666) derived from fees.

Expenditure from Public Funds on Arts Colleges

The following Table 54 gives the proportion of Direct expenditure from Public Funds on Arts colleges, according to Provinces, in 1896-97:—

TABLE 54

Percentage of Direct Expenditure from Public Funds on Arts Colleges, 1896-97

Province	*Provincial Revenues*	*Local Funds*	*Municipal Funds*
Madras	18.4	—	1.7
Bombay	9.6	.7	2.9
Bengal	18.8	—	—
N.-W. P. and Oudh	33.6	.4	5.9
Punjab	12.1	.1	1.6
Central Provinces	8.4	—	1.7
Burma	20.6	—	—
Average	15.8	.3	1.9
Average for 1891-92	16.4	.3	2.0

The average proportion of Direct expenditure from Provincial Revenues devoted to Arts colleges has fallen in the last five years from 16.4 to 15.8 per cent. By far the highest proportion is in the North-West

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(just one-third of the total); while in the Central Provinces it falls as low as 8.4 per cent. The proportion from Municipal Funds devoted to Arts colleges is also highest in the North-West (5.9 per cent).

Average Cost of each Student in Arts Colleges

The following Table 55, compiled from General Table 2, gives the average annual cost of each student in Arts colleges, according to management, for the three quinquennial years, 1886-87, 1891-92, and 1896-97:—

TABLE 55

Average Cost of each Student in Arts Colleges According to Management, 1886-87, 1891-92, and 1896-97

Management	*1886-87*	*1891-92*	*1896-97*
	Rs.	*Rs.*	*Rs.*
Government	322	245	269
Municipal	121	101	147
Native States	406	435	273
Aided	186	161	159
Unaided	102	58	56
Average	199	162	160

It will be observed that the decrease in average cost, which was so marked a feature in the earlier period, has not been maintained. In both Government and Municipal colleges the average cost has actually increased in the later period, while the decrease in the case of Aided colleges is insignificant. This is due to a variety of causes. One, of a permanent nature, is the improvement in the standard of instruction, which applies chiefly to Government colleges. Another, of a temporary nature, is the closing of the most important colleges in Bombay through the plague.

The following Table 56 gives the expenditure from Provincial Revenues on each student in Aided colleges, according to Provinces, for the three quinquennial years 1886-87, 1891-92, and 1896-97:—

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TABLE 56

Expenditure from Provincial Revenues on each Student in Aided Colleges, 1886-87, 1891-92, and 1896-97

Province	*1886-87*	*1891-92*	*1896-97*
	Rs.	*Rs.*	*Rs.*
Madras	36	37	37
Bombay	50	74	53
Bengal	35	21	18
N.-W. P. and Oudh	101	56	67
Punjab	95	75	50
Central Provinces	93	25	19
Average	47	42	39

Here, it will be seen, the decrease in average cost has been continuous, Madras forming the only exception. The cost is again highest in the North-West and lowest in Bengal. The rate of decrease is most marked in the Central Provinces and the Punjab.

Fees in Arts Colleges

Table 57 gives the average rate of annual fees per student in Arts colleges according to management, in the several Provinces, for the three quinquennial years 1886-87, 1891-92, and 1896-97, together with the proportion that fees bear to the total expenditure. It should be stated that colleges under public management include the few managed by Municipalities, as well as those maintained by Government; that colleges in Native States (in Bombay) have been included among Unaided colleges; and that the returns for Unaided colleges in Bengal, especially for the two earlier years, are incomplete.

Taking the averages for all India, the fees from each student in colleges under public management have continuously risen from Rs. 65.1 in the first year of the period to Rs. 81.9 in the last year. The proportion that fees bear to the total expenditure also rose in the first half of the period from 20.7 to 28.1 per cent, but dropped slightly in the second half, showing that total expenditure now tends to increase more rapidly than fees. In Aided colleges fees rose in the first half of the period and remained stationary in the second half; while the proportion

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TABLE 57

Average Rate of Fees in Arts Colleges according to Management, 1886-87, 1891-92, and 1896-97

Province	1886-87						1891-92		
	Under Public Management	Percentage of Total Expenditure	Aided	Percentage of Total Expenditure	Unaided	Percentage of Total Expenditure	Under Public Management	Percentage of Total Expenditure	Aided
1	2	3	4	5	6	7	8	9	10
	Rs.		Rs.		Rs.		Rs.		Rs.
Madras	60.2	24.4	54.1	34.9	76.6	45.0	63.2	22.6	58.9
Bombay	85.1	22.3	45.2	33.1	28.3	6.9	97.9	23.8	71.1
Bengal	77.7	22.5	51.0	28.0	17.3	41.5	82.4	34.9	48.0
N.-W. P. and Oudh	39.2	10.4	27.1	6.7	24.1	3.5	43.0	26.8	30.4
Punjab	36.3	19.5	44.5	14.9	15.1	5.1	76.7	21.5	54.5
Central Provinces	24.8	7.5	17.9	3.9	—	—	29.8	12.7	14.8
Burma	27.1	1.3	—	—	—	—	55.3	5.8	—
Assam	—	—	—	—	—	—	—	—	—
Average	65.1	20.7	49.2	26.4	30.4	23.3	72.6	28.1	52.6

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TABLE 57 (*Continued*)

Province	*1891-92 (Contd.)*			*1896-97*					
	Percentage of Total Expenditure	*Unaided*	*Percentage of Total Expenditure*	*Under Public Management*	*Percentage of Total Expenditure*	*Aided*	*Percentage of Total Expenditure*	*Unaided*	*Percentage of Total Expenditure*
1	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*
		Rs.		*Rs.*		*Rs.*		*Rs.*	
Madras	41.3	50.0	31.0	75.0	29.8	47.1	32.2	31.4	19.9
Bombay	32.0	34.7	28.2	94.9	20.2	60.4	35.9	34.2	16.5
Bengal	36.0	26.1	57.7	85.7	35.4	49.6	41.0	24.9	62.4
N.-W. P. and Oudh	16.2	30.7	13.6	65.2	20.5	44.9	21.6	41.0	20.5
Punjab	24.3	23.9	55.9	83.5	43.8	64.3	46.9	31.1	63.7
Central Provinces	8.2	—	—	45.3	19.6	29.5	21.8	—	—
Burma	—	—	—	57.2	6.7	27.3	1.8	—	—
Assam	—	—	—	—	—	—	—	24.6	16.2
Average	32.8	28.2	42.6	81.6	27.7	52.6	32.4	27.7	42.7

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to total expenditure varied in the same way. In Unaided Colleges fees seem to have dropped, slightly but steadily; while their proportion to the total expenditure seems first to have almost doubled, and then to have remained stationary. The returns, however, from these institutions are too doubtful to form the basis of any certain conclusions.

As regards the several Provinces, fees in colleges under public management are highest in Bombay (Rs. 94.9) and lowest in the Central Provinces (Rs. 45.3). The proportion that they bear to total expenditure is highest in the Punjab (43.8 per cent) and lowest in Burma (6.7 per cent). In every Province fees have increased; but the rate of increase has been largest in the Punjab and Burma, in both of which fees have more than doubled in ten years. In Bengal the rate of increase has been uniform; in Madras, the North-West, and the Central Provinces, the increase is almost confined to the second half of the period, while in Bombay there has been an apparent decrease in the second half, due to the plague. In Aided colleges fees are highest in the Punjab (Rs. 64.3) and lowest in Burma (Rs. 27.3). The proportion that they bear to total expenditure is also highest in the Punjab (46.9 per cent) and lowest in Burma (1.8 per cent). The rate of increase has been greatest in the North-West and Bombay; Madras shows a decrease, entirely in the later half of the period; in Bengal the figures have remained pretty constant. In Unaided colleges fees are highest in the North-West (Rs. 41.0) and lowest in Bengal (Rs. 24.9). The proportion that they bear to total expenditure is again highest in the Punjab (63.7 per cent), and apparently lowest in Bombay (16.5). This low figure for Bombay is, however, due to the inclusion of colleges in Native States, where fees yield only 11.7 per cent of the total expenditure; whereas in the single Unaided college proper of Bombay no other source of income is returned except fees. The rate of increase has been greatest in the North-West and the Punjab; Madras again shows a notable decrease in the later half of the period; while Bengal, as usual, is characterised by uniformity.

The significance of the figures given above for Madras has not escaped the notice of the Director, who thus comments upon them:

> "The increase in the fee receipts of Government colleges is owing to the increased scale of fees prescribed in the notifications of December 1891 and December 1894, which also prescribed standard rates of fees for the whole Presidency, the actual rate of

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fee to be levied being left under the latter notification to the discretion of managers. The facts that have been recorded above point to the conclusion that some Aided colleges have not taken advantage of the higher rate of fee prescribed under the notification for the purpose of meeting a larger proportion of their expenditure, but that they have, on the contrary, deliberately lowered their rates in view apparently of attracting students. From the financial returns for 1896-97 received from six of the first-grade Aided colleges, it would seem that a sum of Rs. 16,714 was in this way sacrificed during the year, while at the same time they were in receipt of a sum of Rs. 35,173 as grants from Government. It is thus evident that the Government grant must, to some extent, be considered in the light of a virtual subsidy to the managers of these institutions, helping them to recoup a loss of fee income deliberately incurred; and it is certainly open to question if, in view of the pressing claims on its resources, Government is justified in helping those who refuse to help themselves."

With regard to Bombay, the Director explains that the decrease in the rate of fees is due to the falling off in attendance at the close of the year on account of the plague. He adds that that, though the rate of fees is nearly one half higher in Government than in Aided colleges, fees in the former case contribute a smaller proportion of the total expenditure, because the total cost of educating each student is nearly thrice as heavy.

The same reasoning applies to Bengal, where the average fee is as high as Rs. 142 in the Presidency College, and as low as Rs. 25 in the Calcutta Madrasa. No fees at all are charged in the Maharaja's College at Burdwan. The low rate in Unaided colleges is explained by incompleteness in the returns.

In the North-West Provinces and Oudh, the question of fees has given rise to much discussion. Since the opening of the Allahabad University in 1887, and the great stimulus thereby given to collegiate education, it has been the policy of the Department to raise the rate of fees gradually but steadily in both Government and Aided colleges. During the past five years the total increase from fees in all colleges together has been no less than 58 per cent. One result of this has undoubtedly been to divert students to Unaided colleges, where the

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levying of fees is at the discretion of the managers. While the total number of Native students has increased during the five years by 97, all but 10 of these are to be found in Unaided colleges. The Muir Central College at Allahabad, the chief Government institution in the Province, has specially suffered through the opening of the Kayasth Pathsala in the same city as an Unaided second-grade college, with a very low rate of fees. In 1896-97, the latter institution drew off one-half of the first-year students, who are reading for the Preliminary examination. It is at present impossible to say whether this change will be permanent. The Principals of the larger colleges incline to the belief that their enrolment will again rise, as soon as it becomes evident that Government is resolved not to relax the rules. Excluding two European institutions, the average rate of fee for Natives works out at Rs. 66 in Government colleges, Rs. 47 in Aided, and Rs. 29 in Unaided. And the Director remarks that "The highest of these can scarcely be considered an exorbitant amount to pay for a University education which costs five times as much to provide, and which even as an investment is almost sure to yield several hundred-fold to any capable and industrious student."

In the Punjab, the Director leaves the increase in fees to speak for itself. The fee income in all colleges together increased during the last five years by no less than 137 per cent, and now provides 48 per cent of the total expenditure, as compared with 24 per cent five years ago. Here, too, the Government College at Lahore seems to have suffered from the rivalry of Unaided institutions, but not to any serious extent.

In the Central Provinces, fees have been raised even more sharply than in the North-West, and with similar results. In 1895-96, the fee per term was raised from Rs. 18 to Rs. 30 in the Government college at Jubbulpore, and from Rs. 12 to a minimum of Rs. 24 and a maximum of Rs. 27 in the two Aided colleges. Taking the period of five years, the income from fees has nearly doubled in the former, and nearly trebled in the latter; while the total number of students has increased by only 25 per cent. But if we compare 1896-97 with the year immediately preceding, the number of students shows a decrease of 17 per cent. This decrease is attributed by the Director, not to the effects of famine, but to the recent raising of fees, "which has induced a number of students to join colleges in the adjoining Feudatory States [in Central India], where they can get education gratis."

As regards Burma, not a word is said in the Report about the rate

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of fees. In Assam, the single college is almost entirely supported by the munificence of a private benefactor.

Scholarships in Arts Colleges

The following Table 58 gives the expenditure on scholarships in Arts colleges in the several Provinces, according to sources, for 1896-97, together with its proportion to the total expenditure on scholarships:—

TABLE 58

Expenditure on Scholarships in Arts Colleges, 1896-97

Province	*Provincial Revenues*	*Local Funds*	*Municipal Funds*	*Other Sources*	*Total*	*Percentage of Total Expenditure on Scholarships*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs*	
Madras	11,124	—	—	12,762	23,886	31
Bombay	8,284	—	—	17,476	25,760	20
Bengal	75,407	—	—	19,538	94,945	42
N.-W. P. and Oudh	11,355	70	702	19,731	31,858	36
Punjab	14,844	1,489	2,422	7,580	26,335	17
Central Provinces	3,181	—	—	1,203	4,384	15
Burma	4,725	—	—	—	4,725	19
Assam	20,874	—	—	—	20,874	38
Coorg	1,255	—	—	280	1,535	62
Berar	1,880	—	—	—	1,880	20
Total	1,52,929	1,559	3,124	78,570	2,36,182	30
Total for 1891-92	1,48,.949	634	2,929	65,098	2,17,610	30
Percentage of Increase	+3	+146	+7	+21	+9	

The total expenditure on scholarships in Arts colleges has increased during the last five years by Rs. 18,572, or at the rate of 9 per cent, which was also the rate of increase during the preceding period. But in neither period did the increase in scholarships keep pace with the increase in total expenditure, or with the increase in students. The

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rate of increase was highest in Assam (30 per cent), where students have to be supported in colleges outside the limits of the Province. In Madras there was an actual decrease (25 per cent), almost entirely in the share derived from Public Funds, owing to a reduction in the value of B.A. and M.A. scholarships made in 1896, when a new scholarship scheme for all classes of institutions was introduced. In the North-West the increase was only 1 per cent.

The proportion that the expenditure on scholarships in Arts colleges bears to the total scholarship expenditure has remained unchanged at 30 per cent in both period. Excluding Coorg, which devotes practically the whole of its scholarship expenditure to maintain students in Arts and Professional colleges outside the Province, the proportion varies from 42 per cent in Bengal to 15 in the Central Provinces.

The amount contributed by Provincial Revenues has increased by Rs. 3,980, or 3 per cent. It forms just two-thirds of the total. Burma, Assam, and Berar derive nothing from any other source. The amount contributed by Local and Municipal Funds is comparatively insignificant, and in both cases belongs almost entirely to the Punjab. The amount derived from "other sources" has increased by Rs. 13,472, or 21 per cent. It includes Rs. 1,605 in Bombay and Rs. 973 in the North-West credited to fees; and no doubt some portion of the remainder in Bombay represents grants by Native States.

In Madras, the Grant-in-aid Code provides for the payment from Provincial Revenues of scholarship grants not exceeding Rs. 14 a term in the F.A. and Rs. 20 a term in the B.A. classes, subject to certain restrictions as to age and the number of students in each college. But the total amount of these scholarship grants in 1896-97 was only Rs. 3,212. In that year the Department also offered six scholarships of Rs. 20, ten of Rs. 10, and thirty of Rs. 7, to assist deserving students studying for the M.A., B.A., and F.A., awarded on the results of the preceding University examinations. Of the six M.A. scholarships, five are held by physical science students and one by a natural science student. Of the eight B.A. scholarships, one was awarded to a Native Christian female student, two to Uriyas, two to Muhammadans, and two to members of backward classes. Of the thirty F.A. scholarships, seven were awarded to female students (five Europeans and two Native Christians), nine to Muhammadans, one to an Uriya, and three to members of backward classes.

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In Bengal, 50 senior and 152 junior scholarships are given by Government on the results of the F.A. and Entrance examinations. They are open to pupils of all institutions and are tenable at any college in the Province or in the United Kingdom; but they are generally awarded on the principle of territorial restriction or local consideration, each District or Division having its assigned number. This principle has been adopted in order to prevent a disproportionate number of scholarships falling to metropolitan institutions. In addition to these, there are 40 scholarships for Muhammadans, five for females, and two for pupils of aboriginal descent. There are also many scholarships founded by private liberality in connection with particular colleges or on behalf of special communities. The number of graduate or post-graduate scholarships, to encourage study for the M.A., is still small, there being nineteen altogether, all attached to Government colleges. Eight of these are the remnants of old foundations; the others represent recent endowments.

In the Punjab, the total number of scholarships has risen from 116 to 156 (of which four are held by students at the Aligarh College in the North-West), being a little less than one scholarship for every seven students, compared with one for every four students five years ago. The total expenditure on scholarships (according to the Director) has increased from Rs. 15,174 to Rs. 20,958, or by 38 per cent, though the amount contributed by Provincial Revenues has actually decreased. The increase is due mainly to the foundation of twelve Albert-Victor Patiala scholarships, and the restoration to their original number of the University scholarships, which had been reduced in 1888 for financial reasons. Several close scholarships have also been established by District Boards and by private liberality. The above figures apparently do not include the Oriental College at Lahore, where 55 students out of 70 are in receipt of either stipends or scholarships.

In Assam, 36 junior and 30 senior scholarships are awarded on the results of the Entrance and F.A. examinations, tenable either in the one Assam college or in the colleges of Bengal. In 1897, 16 additional Junior scholarships were given, in recognition of the Jubilee.

In Coorg, there are 24 scholarships, mostly of Rs. 10, tenable at colleges in Madras and Mysore, of which 15 are provided from Provincial Revenues, and nine from the School Endowment Plantation Fund. Of the scholars in 1896-97, 17 were studying in Arts colleges, four in Medical, and two in Agricultural colleges, and one in a School

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of Arts.

In Berar, there are nine scholarships, tenable in the colleges of Bombay. The results of the system have not been altogether satisfactory, for it is observed that students from Berar without scholarships do better than the scholars in the examinations of the Bombay University. Accordingly a change was introduced in 1896, by which the scholarships will be awarded not solely on the marks gained in examination, but on these combined with a report from the schoolmasters.

Employment of Indian Graduates

On this important subject, the Madras Report quotes from an address delivered to the University Convocation by Lord Wenlock (then Chancellor) in 1895:—

> "Year by year a large number of young men pass out through the University to take their places among the general body of citizens, equipped with an amount of learning far beyond that which their forefathers enjoyed. It has been said that the number of highly educated youths is far ahead of the requirements of the country, and that the result of the present policy is to produce a body of dissatisfied persons unable to find a suitable opening in life under the conditions at present existing in this country, and that higher education is advancing faster than is compatible with the general progress of the people. It may be the case that higher education is going ahead faster in proportion than education on a lower level. But a reference to the statistics on this point appears to me to show that what is required is to bring Primary education up into its proper place in the scale, and not in any way to restrict the progress of higher education. At present, only a little over 24 per cent of the male population of schoolgoing age is receiving any instruction at all; and if education is to be the test of the progress of a nation in civilization, it appears to me that to reduce the number of those receiving higher education is not the best way of attaining that object, considering that at present only 16 of the male school population is receiving University education.
>
> "It is interesting, in connexion with this subject, to note that there are at the disposal of Government about 6,500 posts carrying a monthly salary of Rs. 30 and upwards, and the annual number of

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vacancies among these posts is approximately 290. The yearly average number of graduates in Arts is 236, calculated on the figures of the last ten years; but the actual figure for 1893-94 was 358, while at the present Convocation this number has risen to 459. From this it will be seen that suitable employment is available in Government service for a very large number of graduates, if not for all; and the figures I have given go very far towards disproving the idea that the yearly outtrun of graduates is in excess of the demand. Government employment is by no means the only door open to those who have successfully passed through the graduate's course; but even if it were so, the yearly average number of degrees falls short of the estimated annual recruitment, and the service of the State would thus afford ample scope for all who are likely to require employment. As a matter of fact, not more than a third of the total number of graduates, whose names appear on the books of the University, have obtained appointments under Government, or under Local Boards or Municipalities, although in almost all offices preference is given to applicants who have graduated, and for some posts a University degree is held to be a necessary qualification."

The Director adds that the annual number of B.A.'s during the last quinquennium was 467; and that to the 6,500 posts in Government service should be added a number more, carrying a pay of Rs. 15 and over but under Rs. 30, which are now frequently accepted by graduates as stepping stones to more remunerative office. Also, in the recent reorganisation of the Education Department, three Professorships and two Inspectorships have been transferred from the graded list to the Provincial Education Service, with a view to the more extended employment of native talent, and one Cambridge and four Indian graduates have been appointed to these posts.

The Bengal Director remarks that "Indian gentlemen who have graduated either in India or England are now extensively employed as higher inspecting officers or as Professors of colleges." Out of 28 officers in the Indian Education Service, three are natives of Bengal; and out of 108 in the Provincial Service, 96 are natives of Bengal, of whom 63 are employed as Professors, and 13 as Inspectors and Assistant Inspectors. Under the recent reorganisation of the Education Service, special facilities for promotion have been given to Indian

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graduates of English Universities, and to Premchand Roychand students of the Calcutta University. It has also been decided that all the Government Arts colleges (with the exception of three) shall henceforth be manned, as far as possible, by officers of the Provincial Service.

The Bombay Report gives the result of the first competitive examination for the Provincial Civil Service, held in 1897. The examination was in two parts:—(1) obligatory, consisting of English literature and composition, history and geography, and elementary mathematics, in which candidates were required to obtain one-third of the total marks in each subject; and (2) optional, consisting of Sanskrit, Persian, higher mathematics, and mental and moral philosophy, of which only three could be taken up. All of the candidates, except one European, were B.A.'s; but it seems noteworthy that none came from the Elphinstone College. Only three survived the obligatory part; and the two vacant appointments were ultimately awarded to two fellows of the Wilson and Fergusson Colleges, the former being also the only first-class man of his year. The result, therefore, showed that, notwithstanding the difference of standard, the test of relative merit agreed with that of the University. The Director remarks that native Professors are largely employed in both the Elphinstone and Deccan Colleges, while the two Aided colleges at Poona have a purely native staff; and that the recent reorganisation of the Education Service has laid down the irreducible minimum of European Professors, or at least of nominees of the Secretary of State specially selected in Europe.

Oriental Colleges and Schools

It will be convenient in this place to make mention not only of Oriental colleges proper, but also of other institutions for Oriental learning and the examinations connected with them.

According to General Table 3, the number of Oriental colleges in India increased from three in 1886-87 to four in 1891-92, and five in 1896-97, while the total number of students attending them decreased from 704 to 561, and then to 487. These figures are sufficient to show that not one of the Oriental colleges in India has any real life. The statistics, such as they are, appear in the following Table 59.

In Madras there are no recognised Oriental colleges, though grants to the total amount of Rs. 784 are made to seven Sanskrit schools; nor are any Oriental examinations conducted by the

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TABLE 59

General Statistics of Oriental Colleges, 1896-97

Province	*Under Public Management*		*Aided*		*Expenditure*	
	Colleges	*Students*	*Colleges*	*Students*	*Provincial Revenues*	*Total*
					Rs.	*Rs.*
N.W.P. and Oudh	2	376	2	41	15,396	17,547
Punjab	—	—	1	70	11,717	20,826
Total	2	376	3	111	27,113	38,373
Total for 1891-92	2	421	2	140	28,645	41,243

Department. On this subject the Director writes:—

> "A few Sanskrit *pathsalas*, notably the Tiruwadi Sanskrit School, impart instruction up to a high standard in the Sanskrit language and literature, and in philosophy rhetoric, and other subjects; but as the curriculum does not lead up to any University examination, such institutions are treated as high-class Indigenous schools in the Departmental returns. Quite recently, the Department had under contemplation the institution of special examinations for diplomas and certificates in the chief classical and vernacular languages of the Presidency, partly in view to supplying colleges and schools with qualified teachers of Oriental languages, and partly in view to stimulating the cultivation and scientific study of those languages; but, at the suggestion of certain gentlemen, the matter was referred to the University. Towards the close of March last [1897], the Senate appointed a representative committee to consider the question in its various bearings, and to furnish a report. Should the Senate finally decide on establishing an Oriental side to the University, a few Oriental colleges will, in all probability, come into existence."

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In Bengal also there are no Oriental colleges proper. The Sanskrit College at Calcutta and the Calcutta Madrasa both rank as English Arts colleges, because they prepare candidates for the ordinary F.A. examination of the University. With the exception of the M.A. degree in Oriental classics, the Calcutta University does not confer any academic distinction for proficiency in Oriental learning, and even in this a high proficiency in Western learning is pre-supposed, as the candidate must previously have passed the B.A. But both the Sanskrit College and the Madrasas at Calcutta and elsewhere have Oriental departments (apart from the Arts classes), in which Oriental education of a very high standard is imparted. The Sanskrit College (with the attached collegiate school) is essentially a Brahmanic institution; special advantages in the shape of reduced fees are granted to 200 pupils who are sons of *pandits* or of poor but respectable Hindu parents, half the cost of this remission being defrayed out of endowments and subscriptions. The total number of students in the Oriental department of the Sanskrit College in 1896-97 was 70, compared with 50 five years before. Of these, four were in the M.A. class, 16 in the B.A. class, reading other subjects than Sanskrit in the Presidency College; and 50 in the Title and Vedic classes. These Title and Vedic classes were founded by the late Mohunt ("Abbot") of Tarakesvar, and are entirely supported by endowments. Two stipends of Rs. 2 a month were awarded in 1896-97, on the result of an examination, which is said to have more than doubled the strength of the class. The Calcutta Madrasa, on the other hand, is essentially a Muhammadan institution. The total strength of its Oriental department in 1896-97 was 430 students, compared with 425. Further details will be found in the chapter on Muhammadan Education.

The deputation in 1891 of Mahamahopadhyay Mahes Chandra Nyayaratna to report upon the Sanskrit *tols* in Bengal was noticed in Mr. Nash's Review (para. 251). In 1893, the Mahamahopadhyay was deputed to inspect the *tols* of Orissa, where his visit roused much enthusiasm. An association for the promotion of Sanskrit learning was formed in each of the three Districts of Orissa, and the Tributary Chiefs came forward with liberal offers of support. In accordance with the recommendations of the Mahamahopadhyay, the Government has adopted a scheme by which large stipends (from Rs. 30 to Rs. 100 a month) are granted to five selected teachers of *tols*, and small rewards are given to both teachers and pupils on the results of examinations

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conducted by the Principal of the Sanskrit College. The standards are so prescribed as to lead up to that for the Sanskrit Title. These examinations were first held in 1892-93, when 268 candidates passed by the lower and 113 by the higher standard. The number steadily increased during the three following years but dropped slightly in 1896-97, when 411 passed by the lower and 187 by the higher standard. This fall may possibly be connected with a similar decrease in the total number of pupils in the Sanskrit *tols*, which again is attributed by one Assistant Inspector to the famine, the very essence of the constitution of *tols* being that the pupils must be fed and lodged by their teachers. The total amount paid in 1896-97 to *tol* teachers and their pupils under this scheme was Rs. 18,378. Rewards are also given by Government on the results of the Sanskrit Title examination, which dates back to 1878. In 1896-97, there were 168 candidates, of whom 61 passed, being considerably more than in any of the previous five years. The title of *tirtha* was awarded to 42 in literature, seven in grammar, one in the Puranas, six in Smriti, one in Nyaya, two in Vedanta, one in Sankhya and one in the Vedas.

Private liberality has not been lacking for the encouragement of Sanskrit learning. The Maharaja of Darbhanga grants Rs. 18,700 a year for this purpose. The Mulajor *tol* in the Presidency Division is maintained out of the interest of a lakh of rupees given by the late Babu Prasanna Kumar Tagore, and the Victoria Jubilee *tol* by Srimati Arnakali Devi at an annual cost of Rs. 3,000. An endowment of Rs. 1,60,000 yielding an income of Rs. 8,000, was founded by the late Babu Bhudeb Mukherji, "who, after a distinguished career in the Bengal Educational Service, continued, until his death in May 1894, to occupy a conspicuous and honoured position in native society by virtue of his profound erudition and genuine philanthropy." Here also may be mentioned the fellowship of Rs. 400 a month, founded in connexion with the University of Calcutta by Babu Srigopal Basu Mallic, for the study of the Vedanta system of philosophy. District and Municipal Boards are permitted to make grants to Sanskrit *tols*, provided that this does not interfere with the adequate support of the Primary and other schools which are their first charge. The total amount of such grants in 1896-97 was Rs. 3,865.

The North-West Provinces and Oudh return four of the five Oriental colleges in all India; but the Report of the Director mentions only the two maintained by Government at Benares and Lucknow. The

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two Aided ones (with 41 students between them) are probably the Church Mission School at Lucknow and Jay Narayan's College at Benares, whose claim to the rank is derived from the fact that they both send up candidates to the Oriental examinations of the Punjab University.

The Sanskrit College at Benares fails to satisfy the formal definition of an Oriental college, in as much as it is not connected with any University, but conducts its own examinations, to which students of other institutions are admitted. It also possesses an Anglo-Sanskrit department or modern side, which prepares pupils (not very successfully) for some of the lower English examinations. In 1896-97 it had 370 students, compared with 414 in 1891-92. This decrease, which has been continuous, is not altogether to be regretted, if it enables the Professors to concentrate their attention on a smaller number of advanced students. The total expenditure was Rs. 14,631, paid entirely from Provincial Revenues, for no fees are charged, in accordance with Hindu sentiment. This, however, does not include the expenditure on 86 scholarships, which amounts to over Rs. 2,000, also paid from Provincial Revenues. The results of the examinations in 1896-97 were as follows:—*Prathama* (or proficiency), 136 candidates, of whom 69 passed; *madhyama* (or high proficiency), 190 candidates, of whom 131 passed; *acharya* (or honours), 87 candidates, of whom 70 passed. As compared with five years previously, the chief feature is the increase among candidates from other institutions, both in actual number and relative success. The Benares College is not only a teaching and examining body; it devotes much attention to its library, and is famous for its activity in literary production. The librarian has compiled a catalogue of 338 Sanskrit MSS, examined by him, many of which are unmentioned in Aufrecht's great "Catalogus Catalogorum." The professorial staff have continued to edit texts in the *Pandit* journal and in the Vizianagram Sanskrit Series. Among the latter were editions of the Nyayasutras and Nyayabhashya, with extracts from later commentaries; and of two hitherto unpublished works, the Bhashya of Prasastapada with Sridhar's Commentary (991 A.D.) on the Vaiseshika philosophy and the Nyayamanjari of Jayanta Bhatta (*circa* 900 A.D.). It is hoped that these editions, which have already attracted the attention of scholars, may revive the study of the older forms of the Nyaya Vaiseshika systems of philosophy, after a neglect of centuries.

The Oriental department of the Canning College at Lucknow was

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described by the Director, in 1887-88, as a "moribund" institution. It then had 100 students, who had dropped to 68 in 1891-92. The total number for 1896-97 is not given; but we are told that "such pupils as each teacher has are gathered together by his own personal influence—one had 14, another 12, and the third 11." The total expenditure was Rs. 1,946 for salaries (mainly derived from "other sources"), and Rs. 237 for scholarships. The number of candidates sent up for public examinations was eight (compared with 21 five years before), of whom three were for the Punjab University.

The Director makes the following remarks about the teaching of Oriental languages generally:—

> "Notwithstanding the natural sentiment in favour of the study of Sanskrit among Hindus, it is one of the least popular subjects in all University examinations; and the cause is to be found in its difficulty in comparison with alternative subjects, more particularly Persian. In addition, the study of Sanskrit is placed under a disadvantage by the fact that the court language is Urdu, and that hence the study of Persian is practically much more important, especially to those who wish to enter the legal profession or the executive or judicial service of the Government ... In order to make the subject more attractive to college students at Benares, arrangements have been made to entrust Professor Venis with part of the work of the M.A. class. I am of opinion that if he and Mahamahopadhyaya Pandit Aditya Ram Bhattacharya, of the Muir Central College, could train graduates for Sanskrit teacherships in District schools, we should be likely to have the language taught in a more thorough and energetic way from the beginning, so that a better foundation would be laid, and students might be inclined to keep up this study after joining a college more frequently than they do at present. But such a step would involve provision for Sanskrit teachers being more highly paid....
>
> The study of Arabic is neglected far more than that of Sanskrit; and it might, perhaps, be encouraged among undergraduates by the adoption of similar measures. The present teachers may know their language sufficiently; but schoolboys are quick at finding out their defects in imparting knowledge and maintaining discipline, and they feel that these subjects stand on a different

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footing to the rest of the curriculum."

A Mulla examination in Arabic is held annually at the Muir Central College, Allahabad. In 1896-97, the number of candidates was six, of whom four passed.

In the Punjab, as already stated, the University not only conducts examinations in Oriental languages, but also manages the Oriental College at Lahore. The Oriental College is divided into a collegiate and a school department, which may be conveniently treated together. In 1896-97, the total number in both departments was 122, compared with 128 five years before. The college proper had 70 students, of whom 20 were reading for a degree and 50 for an Oriental title. No less than 55 are in receipt of a scholarship or stipend of some kind. The Professors of the Oriental College also give instruction in Oriental languages to 157 students at the Government College. Of the 52 pupils in the school department, 13 were preparing for Matriculation and 39 for the lower Oriental examination. Of these, again, 23 had scholarships or stipends. The total expenditure on both departments was Rs. 32,177, towards which fees contributed only Rs. 314, the average cost of a student in the college being Rs. 376, and in the school about Rs. 119. The results of the examinations are satisfactory, showing 87 per cent of passes, as compared with 77 per cent five years before. The examinations are of two kinds, both conducted by the University, and open to extra-provincial candidates. First, for the degrees of Master and Bachelor of Oriental Learning, corresponding to M.A. and B.A., and also for the Intermediate and Matriculation on the Oriental side. Second, for the Oriental titles (corresponding to honours, high proficiency, and proficiency) in Sanskrit, Arabic, Persian, Gurmukhi, and Urdu. Suggestions of the Director, with a view to the introduction of reform and economy in the degree side of the college, were not accepted by the Senate, which decided that the institution should be carried on for a further period on the old lines. But an effort is to be made by the University, independently of the college, to produce books in history, philosophy, and science in the vernacular, so as to make the study of those subjects in the Oriental College of more educational value than has hitherto been the case.

Pali, the classical language of Buddhism, is widely taught throughout Burma, even in Primary schools, where the masters are usually monks. In 1896-97, a series of examinations in Pali, called

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patamabayan, were revived by the Department, and proved most popular. Both the monks and the lay community afforded the measure every encouragement. Altogether, 104 monks and laymen presented themselves for the two grades of the examination, of whom 34 passed. Arrangements have been made to prepare good editions of the text-books required for these examinations.

The two following tables, compiled from General Table 6, give: first Table 60, the statistics of Oriental examinations, according to colleges, in the two quinquennial years, 1891-92 and 1896-97; and secondly Table 61, the successful candidates at Oriental examinations in 1896-97. The only Oriental examinations included are those of the Punjab University, the Sanskrit College at Benares, and the Mulla Examination of the Muir Central College at Allahabad. Consequently, the only Provinces represented are the North-West and the Punjab.

Law Colleges and Schools

The following Table 62 gives the statistics of Law colleges and schools, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97. The distinction between a college and a school is an arbitrary one. Probably the college at Madras is the only one that deserves the name; most of the others are really law departments of Arts colleges, except in Assam, where they are departments of High schools.

It would seem that the total number of institutions increased rapidly in the earlier period, and then remained almost stationary; while the total number of pupils increased much more rapidly in the later period. But the remarkable variations in the several Provinces show that no general conclusions can be drawn. Madras, with its one strong central institution, has the highest and most uniform rate of increase. Bombay shows a drop, followed by a great rise. In Bengal, the numbers dropped by one-half, and then rose again to the original total. In the North-West Provinces, the fall in the later period is more significant than the rise in the earlier. In the Punjab, the converse applies, though the single institution is now returned as a school instead of a college. The Central Provinces have apparently not maintained their good start.

The following Table 63 gives the expenditure on Law colleges and schools, according to Provinces, for 1896-97, together with the corresponding totals for 1891-92. The *minus* sign under Provincial Revenues shows that fees not only provide the total expenditure in

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TABLE 60

Statistics of Oriental Examinations, 1891-92 and 1896-97

Examination	1891-92							1896-97						
	Candidates					Passed		Candidates					Passed	
	Public Institution	Aided Institution	Other Institution	Private Students	Total	Number	Per cent	Public Institution	Aided Institution	Other Institution	Private Students	Total	Number	Per cent
Degree in Oriental Learning:														
Master	—	1	—	—	1	1	100	—	2	—	—	2	1	50
Bachelor	—	2	—	3	5	4	80	—	1	—	2	3	1	33
Honours:														
Sanskrit	72	3	2	5	82	53	65	86	3	1	1	91	71	78
Arabic	—	5	—	—	5	5	100	—	6	1	2	9	6	66
Persian	—	6	—	5	11	6	55	—	3	1	4	8	5	62
High Proficiency:														
Sanskrit	96	14	21	10	141	74	52	101	23	45	11	180	118	66
Arabic	—	8	1	—	9	9	100	—	4	1	—	5	2	40
Persian	—	4	1	2	7	3	43	—	3	1	2	7	5	71
Proficiency:														
Sanskrit	41	32	68	8	149	61	41	28	24	103	4	159	76	48
Arabic	—	12	1	3	16	13	81	2	9	1	5	17	8	47
Persian and Urdu	—	7	1	—	8	4	50	47	46	14	21	128	102	80

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TABLE 61

Successful Candidates at Oriental Examinations, 1896-97

Province	*Degree in Oriental Learning*		*Honours*			*High Proficiency*			*Proficiency*			
	Master	*Bachelor*	*Sanskrit*	*Arabic*	*Persian*	*Sanskrit*	*Arabic*	*Persian*	*Sanskrit*	*Arabic*	*Persian*	*Urdu*
N.-W.P. and Oudh	—	—	70	—	—	111	—	2	62	6	1	95
Punjab	1	1	1	6	5	7	2	3	14	2	6	—
Total	1	1	71	6	5	118	2	5	76	8	7	95

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TABLE 62

Statistics of Law Institutions, 1886-87, 1891-92, and 1896-97

Province	1886-87				1891-92				1896-97			
	Colleges	Students	Schools	Pupils	Colleges	Students	Schools	Pupils	Colleges	Students	Schools	Pupils
Madras	1	182	—	—	1	360	—	—	1	620	—	—
Bombay	2	249	—	—	4	230	—	—	2	406	—	—
Bengal	10	1,078	—	—	12	563	—	—	16	1,111	—	—
N.-W. P. and Oudh	3	117	—	—	7	612	—	—	8	366	—	—
Punjab	1	71	—	—	1	85	—	—	—	—	1	433
Central Provinces	—	—	—	—	2	82	—	—	2	21	—	—
Burma	—	—	—	—	—	—	—	—	—	—	1	16
Assam	—	—	1	19	—	—	2	39	—	—	3	47
Total	17	1,697	1	19	27	1,932	2	39	29	2,524	5	496

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Government institutions, but yield a surplus.

TABLE 63

Expenditure on Law Institutions, 1896-97

Province	*Provincial Revenues*	*Fees*	*Other Sources*	*Total*
	Rs.	*Rs.*	*Rs.*	*Rs.*
Madras	—	42,297	24	42,321
Bombay	—9,598	22,103	2,535	15,040
Bengal	—1,980	36,138	1,246	35,404
N.-W. P. and Oudh	1,872	16,014	3,787	21,673
Punjab	600	9,784	—	10,384
Central Provinces	—	3,360	—	3,360
Burma	3,000	875	422	4,297
Assam	—	3,025	—	3,025
Total	—6,106	1,33,596	8,014	1,35,504
Total for 1891-92	—3,303	93,543	8,663	99,596

During the five years, the total expenditure increased by Rs. 35,908, or at the rate of 36 per cent. But more than the whole of this was contributed by fees, which increased at the rate of 43 per cent. In Bombay, the Department earns a profit of nearly Rs. 10,000 from law students, and in Bengal a profit of Rs. 1,980 (entirely credited to the Dacca College). In Madras, also, there was a profit of Rs. 13,633 (not shown in these returns); while in the Central Provinces and Assam the law classes are self-supporting. In Burma, on the other hand, there is a heavy charge of Rs. 3,000 on Provincial Revenues for the education of only 16 law students, being at the rate of Rs. 188 a head.

The three following tables give the results of the University examinations in law: first Table 64, for each of the six years 1891-92 to 1896-97, secondly Table 65, according to Provinces for 1896-97; and thirdly Table 66, according to management of colleges for 1896-97. They are taken from General Table 6; but it has been found necessary to correct an error, by which all the candidates and passes for the LL.B. at Bombay in 1896-97 are placed under the degree of M.L. in the General Table prepared by the Government of India. The examinations

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TABLE 64

Results of University Examinations in Law, 1891-92 to 1896-97

Examination	*1891-92*		*1892-93*		*1893-94*		*1894-95*		*1895-96*		*1896-97*	
	Candidates	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*
LL.D.	—	—	—	—	—	—	—	—	—	—	—	—
M.L.	3	0	3	2	6	2	7	0	6	0	3	0
Honours	3	0	1	0	—	—	—	—	2	0	1	0
LL.B.	453	147	651	295	670	187	771	242	800	259	1,026	411
First LL.B.	52	19	52	19	127	105	181	134	665	385	728	240

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for Pleaderships, etc., which are conducted by the several High courts, are not included. It should also be stated that these figures do not agree with those previously given for the two quinquenniums in Table 45, which are taken from a different source.

TABLE 65

Results of University Examinations in Law, According to Provinces, 1896-97

Province	*M.L.*		*Honours*		*LL.B.*		*First LL.B.*	
	Candi-dates	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*
Madras	3	0	—	—	203	52	484	92
Bombay	—	—	—	—	175	77	244	148
Bengal	—	—	1	0	400	204	—	—
N.-W. P. and Oudh	—	—	—	—	191	41	—	—
Punjab	—	—	—	—	26	23	—	—
Central Provinces	—	—	—	—	31	14	—	—
Total	3	0	1	0	1,026	411	728	240

Taking first the period of six years, it will be seen that the number of candidates for the LL.B. has uniformly increased, but that the rise was most marked in 1892-93 and 1896-97. The former of these years is also remarkable for the large proportion of candidates that passed. Candidates for the First LL.B. first became numerous in 1893-94, and made another great step in 1895-96. The proportion of passes was very high for some years, but fell deplorably in 1896-97. No candidates have appeared for the examination for LL.D.; but this degree was awarded in 1894 by the University of Calcutta, on the combined evidence of an essay and approved practice. The degree of Master of Law is confined to Madras, where out of 28 candidates who presented themselves during the six years only four were successful. The examination for Honours in Law is similarly confined to Calcutta, where it would appear that out of eight candidates during the six years none was successful. The Director, however, states in the Report for Bengal that two students passed the Honours examination during the quinquennium—one in 1893 and the other in 1894.

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TABLE 66

Results of University Examinations in Law, According to Management of Colleges, 1896-97

Examinations	*Under Public Management*				*Aided*				*Unaided*			
	Colleges	*Total Candidates*	*Successful Candidates*	*Percentage*	*Colleges*	*Total Candidates*	*Successful Candidates*	*Percentage*	*Colleges*	*Total Candidates*	*Successful Candidates*	*Percentage*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
Master of Law	—	—	—	—	—	—	—	—	—	—	—	—
Honours in Law	—	—	—	—	—	—	—	—	—	—	—	—
Bachelor of Law	12	526	180	34.2	6	124	38	30.6	10	362	182	50.1
First LL.B.	5	646	222	34.4	2	16	7	43.8	1	35	9	25.7

(*Contd.*)

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TABLE 66 (*Continued*)

Examinations	*Private Students*			*Total*			
	Total Candidates	*Successful Candidates*	*Percentage*	*Colleges*	*Total Candidates*	*Successful Candidates*	*Percentage*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Master of Law	3	0	—	—	3	0	—
Honours in Law	1	—	—	—	1	—	—
Bachelor of Law	14	11	78.6	28	1026	411	40.1
First LL.B.	31	2	6.5	8	728	240	33.0

Note: The figures for Master of Law are corrected from General Table 6 by means of the Provincial Reports.

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In the table for 1896-97, according to Provinces, the most notable feature is the large proportion of passes in the Punjab, where the examinations generally seem to be easier than elsewhere. Bengal also comes out well, with a proportion of more than a half. On the other hand, Madras (especially in the First LL.B.) and the North-West make a very bad show.

In the table according to management of colleges, Unaided colleges show the largest proportion of passes for the LL.B., and Aided for the first LL.B. But it will be observed that no less than 1,172, or 67 per cent of the total number of candidates, come from institutions under public management.

In Madras, the Government Law College is the only institution affording facilities for the study of law, though students from the Trivandrum College in the Native State of Travancore are admitted to the examinations of the University. Since its reorganisation in 1891, the number of students has doubled. In 1896-97, the total was 620, compared with 731 in the previous year, the decline being attributed to the disastrous results of the previous B.A. examination. The staff consists of a principal (Rs. 1,200 a month), two professors (Rs. 350 a month each), and six assistant professors (Rs. 150 a month each). In 1896-97, the total receipts were Rs. 65,954, and the total expenditure Rs. 42,321, showing a surplus of Rs. 13,633; and during the whole period of five years the profit amounted to nearly a lakh of rupees. The classes were held partly in the Senate House, and partly in the Presidency College. But the construction of a separate building for the purposes of the college, at a cost of about four lakhs of rupees, was finished shortly after the close of the period under review. The measure of success obtained by the students at the LL.B. examination has not been satisfactory, the highest proportion of passes having been 36.2 per cent in 1892-93, and the lowest 23.8 per cent in the following year.

In Bombay, likewise, there is a central institution, called the Government Law School, which all students must attend before they can obtain the degree of LL.B.; but there are also law classes attached to the Arts colleges at Poona, Ahmedabad, and Karachi, where the earlier part of the course can be taken. The total number of institutions for law is, therefore, four, with 434 students in 1896-97, though only two colleges with 406 pupils are returned in General Table 6. Here again the total number of candidates for the First LL.B. is swollen by the addition of students from the Native States of Baroda and

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Bhavnagar. The Bombay Law School, like every other institution in the city, suffered from the plague. Lectures had to be suspended before the end of January, and the total number of pupils dropped to 327, compared with 412 in the preceding year. Nevertheless, the number of passes for the degree of LL.B. was the largest on record. The receipts from fees amounted to Rs. 18,063, exceeding the total expenditure by Rs. 3,190. The Poona law class has 78 students, who paid Rs. 3,500 in fees.

In Bengal, the system is entirely different. There is no central institution, nor even a law class in the Presidency College. Legal instruction at Calcutta is left entirely to the Unaided Arts colleges, though there are law classes in the Government Arts colleges in the chief provincial towns. The Director endorses the criticism of Mr. Nash, that "there seems to be very little real teaching in any of the law institutions: the students attend lectures merely for the purpose of obtaining the certificate of attendance, without which they cannot gain admission to the examinations." Compared with 1891-92, the number of law colleges (or rather of law classes) has increased from 12 to 16, by the addition of one Government college (Chittagong), one Municipal (Midnapore), and two Unaided (at Calcutta and Bankipore). The Chittagong College, however, only prepares students for the Pleadership examinations. The number of students has apparently increased from 563 to 1,111; but this increase is almost entirely due to the inclusion of the Pleadership classes. As a matter of fact, the LL.B. classes fell from 658 in 1895-96 to 570 in the following year. The expenditure shows an increase from Rs. 24,847 to Rs. 35,404, though the returns from two Unaided colleges are not included. The receipts from fees more than cover the total cost. In Government colleges, the lecturers are paid from the fees, subject to a maximum limit of Rs. 2,400 a year. The Dacca College yields a surplus of Rs. 1,980. The fees everywhere seem very low, ranging from Rs. 7 to Rs. 3. The average cost of each student works out at Rs. 59 in Government colleges, and Rs. 33 in Unaided. The results of the last LL.B. examination show 204 passes, out of 400 candidates, being a proportion of 51 per cent, as compared with only 40 per cent in the previous year. Of the total number of passes, no less than 163 are claimed by three Unaided colleges in Calcutta.

In the North-West there are law classes in eight Arts colleges, one having been recently opened at Meerut. The number of students has

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apparently fallen from 563 to 366. But this decline is nominal rather than real. A change in the University regulations and a general raising of fees have driven away many who never intended to study for examination. As a matter of fact, the number of candidates for the LL.B. has risen from 38 to 141, and the number of passes from 14 to 41. The total expenditure shows a slight decrease, though fees have increased. Consequently a smaller proportion is now borne by Provincial Revenues. Still, it is not satisfactory that more than one-half of the salary of the law professor at Benares should be paid by Government. At Aligarh and Lucknow, a considerable proportion of the total expenditure is derived from "other sources." By regulations that will not come into force until 1899, the University of Allahabad will thenceforth require that candidates for the LL.B. must already be graduates, as is the rule in other Indian Universities.

In the Punjab, there is only one Law school, maintained at Lahore by the University. As in other branches of education in the Punjab, its progress during the past quinquennium has been remarkable, exhibiting what the Director calls "a rush to law." The number of students has risen from 85 to 435, and the amount of fees from Rs. 3,116 to Rs. 9,784. The total expenditure is now a good deal more than covered by fees, and consequently the Government grant has been withdrawn. As in some other cases, the results of examinations given in the Report do not agree with those in General Table 6. In 1891-92, the only law examination was for the Licentiate, in three stages—preliminary, first certificate, and licentiate. In these, the total number of passes has increased from 26 to 129. There has now been added an examination for the degree of LL.B. in two stages—Intermediate and LL.B. In 1896-97, the total number of candidates for the degree in both stages was 49, of whom 35 passed, being a proportion of 71 per cent.

In the Central Provinces, there are two Law schools—one attached to the Government Arts college at Jubbulpore, the other to the Aided college at Nagpur. The former is affiliated to the Allahabad, the latter to the Calcutta University. The total number of pupils has dropped from 82 to 21, owing to the raising of the fees from Rs. 3 to Rs. 5, "which led to the removal of the names of defaulters." But the number of candidates who passed the University examinations in law has risen from 1 to 14; while the fee receipts have increased from Rs. 1,351 to Rs. 3,360, or more than two-fold.

In Burma, there is a Law school attached to the Government Arts

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college at Rangoon, which shows very poor results. The attendance of students would seem to fluctuate with the presence or absence on leave of the regular law lecturer, Mr. Chan Toon. In 1896-97, the number was only 12, compared with 29 five years earlier, when the institution had been just founded. The total expenditure was Rs. 4,297, of which only Rs. 875 was derived from fees.

Assam is content with Law schools proper, which are attached to High schools, and prepare students only for the Pleadership examination. These institutions have increased from two to three, and the opening of a fourth has since been sanctioned. The students have increased from 39 to 47. The expenditure is entirely met from fees.

Medical Colleges and Schools

The following Table 67 gives the statistics of Medical colleges and schools, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97. In this case, the distinction between a college and a school is real; but it is convenient to treat the two together.

The number of colleges has remained unchanged, but the attendance of students has steadily increased, more rapidly in the later period. The number of schools has increased slightly, while the increase in pupils has been considerable and uniform. Turning to the Provinces, and dealing only with colleges, the Punjab is conspicuous for its rate of increase. Bengal also shows well. But there was a decrease in Bombay during the earlier period, and a large decrease in Madras during the later period.

The following Table 68 gives the expenditure on Medical colleges and schools for the same three years. But it should be premised that the total cost of the colleges is not uniformly charged in these returns.

Taking the whole period of ten years, the total expenditure has apparently increased by Rs. 1,92,872, or at the rate of 39 per cent; but a large portion of this would seem to be due to a change in the Madras system of accounts. The increase under fees of Rs. 51,692, or 75 per cent, is probably real.

The two following tables give the results of the University examinations in medicine: first, Table 69, for each of the six years, 1891-92 to 1896-97; and secondly, Table 70, for 1896-97 according to Provinces. They are taken from General Table 6; but in order to make the totals for 1896-97 agree, it has been necessary to adapt the

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TABLE 67

Statistics of Medical Institutions, 1886-87, 1891-92, and 1896-97

Province	1886-87				1891-92				1896-97			
	Colleges	*Students*	*Schools*	*Pupils*	*Colleges*	*Students*	*Schools*	*Pupils*	*Colleges*	*Students*	*Schools*	*Pupils.*
Madras	1	138	4	204	1	157	3	347	1	82	3	423
Bombay	1	276	3	123	1	222	4	216	1	279	4	203
Bengal	1	172	9	793	1	255	9	1,035	1	468	10	1,482
N.-W.P. and Oudh	—	—	1	125	—	—	2	212	—	—	2	253
Punjab	1	68	1	143	1	144	1	178	1	238	2	333
Total	4	654	18	1,388	4	778	19	1,988	4	1,067	21	2,694

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TABLE 68

Expenditure on Medical Institutions, 1886-87, 1891-92, and 1896-97

Province	*1886-87*				*1891-92*				*1896-97*			
	Provincial Revenues	*Local and Municipal Funds*	*Fees*	*Total*	*Provincial Revenues*	*Local and Municipal Funds*	*Fees*	*Total*	*Provincial Revenues*	*Local and Municipal Funds*	*Fees*	*Total*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	31,000	35,550	18,244	94,011	1,11,254	10,184	22,175	1,49,060	1,15,558	35,477	13,686	1,69,849
Bombay	31,774	—	22,742	56,545	33,886	1,497	21,911	59,483	27,957	2,124	28,906	62,117
Bengal	2,30,826	—	27,996	2,59,439	2,69,468	—	33,006	3,04,903	2,54,968	113	69,874	3,27,266
N.-W. P. and Oudh	14,822	—	—	14,822	21,113	—	—	24,126	23,080	—	—	24,205
Punjab	67,097	—	—	67,097	64,762	—	2,512	74,084	84,001	6,838	8,108	1,01,349
Total	3,75,519	35,550	68,982	4,91,914	5,00,532	18,233	79,604	6,11,656	4,55,564	44,552	1,20,574	6,84,786

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TABLE 69

Results of University Examinations in Medicine, 1891-92 to 1896-97

Examination	*1891-92*		*1892-93*		*1893-94*		*1894-95*		*1895-96*		*1896-97*	
	Candi-dates	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*
M.D.	1	1	—	—	—	—	1	1	2	1	4	1
M.B.	11	5	9	6	14	6	17	6	11	4	15	8
First M.B.	19	15	27	14	46	5	24	9	24	11	22	9
Honours	2	2	1	1	—	—	—	—	—	—	1	1
L.M.S.	119	61	105	56	114	41	148	76	131	64	139	68
First L.M.S.	229	85	222	112	243	82	253	79	288	145	328	127
Pre. Sci. M.B.	51	18	64	17	127	19	137	41	142	74	136	73
Pre. Sci. L.M.S.	105	77	111	94	157	130	190	97	216	155	193	129

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TABLE 70

Results of University Examinations in Medicine, According to Provinces, 1896-97

Province	*M.D.*		*M.B.*		*First M.B.*		*Honours*		*L.M.S.*		*First L.M.S.*		*Pre. Sci. M.B.*		*Pre. Sci. L.M.S.*	
	Candidates	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*
Madras	1	1	3	3	5	2	—	—	29	19	11	7	17	11	—	—
Bombay	1	0	—	—	—	—	—	—	32	13	179	74	—	—	—	—
Bengal	2	0	11	4	15	5	1	1	50	27	54	9	119	62	193	129
Punjab	—	—	1	1	2	2	—	—	28	9	84	37	—	—	—	—
Total	4	1	15	8	22	9	1	1	139	68	328	127	136	73	193	129

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figures in the Provincial Tables to those in the Table of the Government of India.

Partly for the reason just mentioned, and partly because the systems of medical examination are both complicated and variable, it would be idle to subject these figures to elaborate analysis. It is clear, however, that they show no progress. During the whole six years, only four students have taken the degree of M.D., and 35 the degree of M.B. For the First M.B. there is an actual decline, and for the L.M.S. but little advance.

In Madras, the Medical College at Madras city is the only affiliated institution preparing candidates for University degrees in medicine. It is adjacent to the General Hospital, and fairly well accommodated, but is in urgent need of biological, bacteriological, and pathological laboratories, and also of a theatre for clinical lectures. The staff consists of a principal (who is also the senior medical officer of the General Hospital), nine professors (who have combined medical duties), a professor of dentistry (who is not borne on the establishment), and seven assistants, besides two lecturers appointed annually. The employment of at least one additional professor is considered necessary, if the college is to be adequately equipped to meet the requirements of the revised University curriculum. The total number of students has fallen from 157 to 82, but this decrease is entirely under the L.M.S. section, the M.B. and C.B. section having more than doubled. In 1893, the standard of admission to the L.M.S. examination was raised from the Entrance to the F.A. It is, however, anticipated that the recent revision of the regulations for medical degrees, by making the M.B. course more difficult, will restore the popularity of the L.M.S. Two of the students are women; and five women have qualified for the L.M.S. degree during the quinquennium. A fairly large number of former students have secured British diplomas, and a few have obtained commissions in the Indian Medical Service. Taking an average of the last five years, the annual receipts have been Rs. 9,749, and the annual charges Rs. 71,076; but the charges include the full salaries of the principal and professors, a portion of whose time is given to the Medical Department. The number of candidates for the University examinations decreased in each successive year, from 125 to 65; while the number of passes showed a much smaller decline, from 64 to 42. Of the total number of successful candidates during the period, 82 were Europeans or Eurasians, 39

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Native Christians, 5 Muhammadans, 39 Brahmans, 63 non-Brahman Hindus, and 4 "others."

The system of Medical schools in Madras is undergoing revision, though no final orders had been issued within the period under review. The number of schools remains the same (three), but the number of pupils has increased from 347 to 423. No fewer than 383 are in the school department of the Medical College, where the increase of strength is due chiefly to the admission of pupils engaged for service in Burma. Candidates are here prepared for the examinations for the Apothecary, Hospital Assistant, and Chemists and Druggists certificates. The standard of admission is the Entrance examination, but relaxations may be sanctioned in special cases. The Prince of Wales's Medical School at Tanjore prepares pupils for the Hospital Assistant examination. It enjoys an endowment of one lakh of rupees, raised to commemorate the visit of the Prince of Wales to the town; and its pupils increased from 27 to 35. The remaining school at Nellore, which is under the District Board, has only five pupils in their final course of study, admission having been suspended in view of a proposed re-organisation. The total expenditure on Medical schools during the five years averaged Rs. 92,368, of which Rs. 49,325 was defrayed by Provincial Revenues, Rs. 19,654 by Local Funds, and Rs. 16,504 by Municipal Funds.

In Bombay, the number of students in the Grant College has apparently increased from 216 to 279, but the actual increase is yet larger. In the first place, the number in 1896-97 was exceptionally reduced by the plague; and, in the second place, if we were to compare the University classes only in 1892-93 and in 1895-96, we should find an increase from 179 to 266. Nevertheless, the Director states that "medical instruction may be said to be much where it was five years ago, and there is apparently no increasing desire to study for the medical profession." Returning to the total for 1896-97, it is made up of 228 men and 17 women in the University classes, three candidates in the Certificated Practitioners' class for women, and 31 military pupils. Classified according to religion, there were 49 Christians, 125 Hindus, 60 Parsis, 7 Muhammadans, and 4 Jews. The Principal reports highly of the courage shown by the students during the plague, in refusing to follow the general example and fly from Bombay. The staff was augmented by four additional tutors, all Natives of India, with the degree of L.M.S. The total expenditure of the college amounted to

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Rs. 1,22,388, which is borne entirely by the Medical Department, and therefore does not appear in the table given on p. 213. Against this has to be set the receipt of Rs. 27,546 from fees. During the five years, neither of the degrees of M.D. or M.B. was conferred; 80 students obtained the degree of L.M.S., of whom four were women.

In Bengal, the Calcutta Medical College is the only institution affiliated to the University in medicine. There are four Medical schools maintained by Government for the training of Hospital Assistants through the medium of a vernacular language. In all of these institutions, there is provision for women; while military students are admitted to the Medical College and the Temple Medical School at Patna. The Unaided Medical schools number six (an increase of one), three being schools of homoeopathy, one of electro-homoeopathy, and two of allopathy. There are, besides, two more medical institutions in Calcutta, not mentioned in the returns—a homoeopathic school and the College of Physicians and Surgeons of Bengal. The rule that every candidate for admission to a Government Medical school must have some knowledge of English has had the effect of calling into existence, during the last quinquennium, two Unaided schools of allopathy and strengthening the one which already existed. But though the Unaided schools have gained by the raising of the qualifications for entrance into Government institutions, the latter as a class have improved their attendance from 850 to 1,110, the Medical College alone having gained 213 students. As at Bombay, it would seem that the true increase in the Medical College is yet larger; for the number of matriculated students reading for a degree has increased from 156 to 440 (including four women), while the military class has decreased from 82 to 18, and the women in the Female Certificate class from 17 to 10. This increase is the more notable, as drastic regulations have been introduced with the object of weeding out by test examinations that large proportion of students who had no aptitude or industry for medical studies. Scholarships and free tuition are also given on the result of these test examinations. The ordinary tuition fee is Rs. 70 a year, but in the case of Muhammadans one half of the fee is paid out of the Mohsin Fund. Female students get special scholarships of Rs. 20 a month, tenable for five years, provided that they bind themselves to serve the Government afterwards, if called upon. The total cost of the Medical College has fallen from Rs. 2,05,206 to Rs. 1,96,195; while, owing to the increase of fees, the proportion paid out of Provincial Revenues has fallen still

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more, from Rs. 1,93,066 to Rs. 1,58,676. The whole of the salaries of the medical officers who serve as professors is charged against the Education Department. Numerous changes have been introduced in the University regulations for medical degrees, among which the most important is the establishment of additional preliminary examinations. In 1894, the General Medical Council of the United Kingdom recognised the medical licences and degrees of the Calcutta University as registrable in the Colonial List. During the past five years, the records of the University show one M.D., 16 M.B.'s, and 88 Licentiates in Medicine and Surgery (L.M.S.). In 1896-97 one woman passed the M.B., and one woman the L.M.S.

Important changes were introduced into the Government Medical schools in 1895, by which the course of instruction was made more practical and extended from three to four years. A special feature is the attention given to the separate tuition and boarding accommodation of female students. Many District Boards and Municipalities have shown commendable liberality in creating scholarships for women, though it has not yet been found possible to attract any Bihari women to the school at Patna. The Bengal branch of the Countess of Dufferin Fund manages the Hostel for female students at Sealdah, a suburb of Calcutta, which was constructed in 1896 at a cost of more than a lakh of rupees, the Nawab Begum of Murshidabad contributing Rs. 25,000. During the last five years, 789 students passed the Final Diploma examination, of whom 35 were women; and 362 the Compounders' examination, of whom three were women. In 1896-97, the total expenditure was Rs. 1,14,962, of which Rs. 17,148 was derived from fees, and Rs. 1,409 from "other sources," the average cost of each student to Public Funds being Rs. 143.

In the North-West Provinces there is no institution for higher medical education; but the Government awards annually four scholarships and four free studentships in the Medical College at Lahore, to enable students to go through the course of training qualifying them to become Assistant Surgeons. The total number of students from the North-West thus provided for at Lahore is 40. The Government also maintains a Medical school at Agra, for the training of Hospital Assistants, with a department for women. In 1896-97, the number of students was 253, and the cost to Government Rs. 23,080, being Rs. 91 for each student.

In the Punjab, the Government maintains at Lahore a Medical

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college, with a Medical school attached. These institutions have shared in the progress that marks every branch of education in the Province. The number of students in the college has risen from 144 to 238, and the number of pupils in the school from 178 to 207, the increase being mainly in the private or non-stipendiary class. A considerable proportion of the college students come from other Provinces (even from Bengal) and from Native States. Attendance in the school is mainly dependent on the number of stipends granted by Government to civil and military pupils, and accommodation is not available for more than a very limited number of private pupils. The Principal remarks upon the higher standard of general education shown by the candidates for admission to both departments. He gives a list of important additions made to the college buildings, but complains of the absence of a properly equipped chemical laboratory, and of any means of imparting practical instruction in physiology and bacteriology. He also comments upon the variations of standard in the University examinations, caused by the frequent change of examiners. The total expenditure on the college has increased from Rs. 60,353 to Rs. 81,687; but the charge on Provincial Revenues has increased only by Rs. 13,877, owing to the larger proportion contributed by fees. The rate of fees has been raised from Rs. 30 to Rs. 50 a year; and the amount derived from this source has increased from Rs. 2,594 to Rs. 8,827. The expenditure on the school has risen from Rs. 13,731 to Rs. 16,357, almost entirely borne by Provincial Revenues. In the chapter on Female Education (*post*, page 310), some account is given of the North India Medical School for Christian Women, which was founded at Ludhiana in 1894.

The Central Provinces have no Medical college or school; but the Government provides annually two scholarships awarded on the results of the F.A. examination and one on the results of the B.A. tenable in any Medical college; and also ten scholarships on the results of the Matriculation, to enable candidates to study in the Medical school at Patna. All the latter class of scholarships were taken up in each year of the quinquennium; and in the last year of the period four students from the Central Provinces were studying in the Grant College at Bombay and one in the Lahore College. In addition, four women were studying in the Female Normal school at Jubbulpore, on special scholarships to enable them to enter the Medical school at Agra.

Burma likewise has no Medical college or school. During the five years it has sent four students (including two women) to the Medical

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College at Calcutta, to be trained as Assistant Surgeons; and 24 pupils to the Medical school at Madras, to be trained as Hospital Assistants. In addition, 62 women were trained in a course of midwifery, sick-nursing, and vaccination at the Dufferin Maternity Hospital in Rangoon, of whom, however, only 12 were Burmese, as many as 30 being Karens.

There is no Medical school in Assam, but the Chief Commissioner has sanctioned the establishment of one at Dibrugarh. At present, Assam students who wish to qualify in medicine have to go to Bengal. In 1896-97 there were four senior scholars studying at the Calcutta Medical College; and four junior scholarships (of Rs. 12 to Rs. 14 a month) are awarded annually, tenable at the Dacca Medical school. Those who complete the course and pass the final examination are appointed to the Assistant Hospital Service in Assam.

All other Professional colleges, consisting of four for Engineering, two for Teaching, and one for Agriculture, will more conveniently be treated later on, in Chapter VII, in connexion with the Special schools concerned with the same branches of education.

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2

J.S. COTTON

Secondary Education in India

SECONDARY EDUCATION

Following the precedent of Mr. Nash's Review, the title given to this chapter is Secondary Education. But it is impossible to define Secondary education; nor, if any adequate definition could be found, would it be co-extensive with the subject of this chapter. In the report of the Education Commission, Secondary education was described as "that which leads up from the Primary to the Collegiate course." That description was unsatisfactory at the time, inasmuch as it implied that entrance to a college was the goal of all pupils in Secondary schools. It has now become still less appropriate, since the institution of more practical examinations alternative to the Matriculation in most Provinces. It might be better to describe Secondary education as that which is above the Primary course and below the Collegiate, excluding Technical or Special instruction. As a matter of fact, it is limited by the regulations of the Department in each Province, which prescribe what shall be deemed a Primary and what a Secondary stage of general instruction. Any school containing one or more classes teaching a

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Secondary stage is recognised as a Secondary school, even though the great majority of the pupils may be only in a Primary stage. These regulations vary in the several Provinces, and may also vary from time to time in the same Province. The present chapter deals with all recognised Secondary schools, while giving particular attention to the Secondary stages in them.

Classes of Secondary Schools

It is almost as difficult to classify Secondary schools as to define Secondary education. The fundamental division is again based upon the stages of instruction recognised by the Department. The High stage is that which aims at the University Matriculation, or any co-ordinate examination. Any Secondary school having one or more classes teaching the High stage is deemed a High school, whether it also possesses a lower department or not. As the Matriculation examinations at all the Universities, with an insignificant exception for the Punjab, are conducted in English and demand English as a compulsory subject, all High schools are also English schools. All other Secondary schools are Middle schools: that is to say, they teach one or other of the several stages that are recognised by the Department as Middle stages. Here the differences between the several Provinces come in. Bombay, for example, recognises no Middle stage in which English is not the main feature of the curriculum; consequently, all the Secondary schools are English, either High or Middle. But in all the other Provinces (excepting Coorg and Berar), a Middle stage is recognised in Vernacular instruction, as well as in English. Here, therefore, there are two classes of Middle schools, English and Vernacular, though the boundary line between Secondary Vernacular and Primary as not a strongly marked one. So far we have dealt with the classification adopted by the Government of India in its General Tables, which divide all Secondary schools into (1) High and (2) Middle, the latter being sub-divided into (a) English and (b) Vernacular. But in this chapter it will be more convenient to follow the classification of Mr. Nash, who treated all English schools together, subdividing them into High and Middle, and formed Vernacular Middle schools into a class by themselves.

It remains to mention some other systems of classification in use in the Provinces. In Madras, High schools are called Upper Secondary; and Middle schools, whether English of Vernacular, are called Lower

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Secondary. In Bengal, High schools are either Collegiate or *zilla* (District) schools. Collegiate schools are those under the same management as an Arts College; *zilla* schools are arranged in three classes, according as they have (1) more than 300 pupils, (2) between 300 and 175, and (3) less than 175. Vernacular Secondary schools are sometimes known as Model schools, and sometimes by the name of Lord Hardinge, the Governor-General under whose administration they were started. The title, Model schools, is also used in Assam. The Director of the North-West Provinces adheres to the old classification of (1) Anglo-Vernacular and (2) Vernacular schools. The former include both High schools and Middle English; the latter, commonly known as *halkabandi*, mainly consist of Primary schools, with the addition of the few existing Vernacular Secondary schools. It will be observed that the classification is inconsistent with that adopted by the Government of India. In the Punjab, all English schools, whether High or Middle, are called Anglo-Vernacular; the term Vernacular is not applied to Primary schools, but it includes two High schools which teach up to the Matriculation standard on the Oriental side. These, however, have not been separated from English High schools in the present chapter. In Burma, the division into Upper and Lower Secondary prevails; and the term Anglo-Vernacular is applied not only to English Secondary schools, but also to Primary schools in which English is taught.

Schools for Europeans and Eurasians are included among Secondary schools, though the standard is not the same as in schools for Natives of India.

General, Statistics of Secondary Schools

The two following tables give the comparative statistics of Secondary schools for boys, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97—Table 1 for English schools, both High and Middle, and Table 2 for Vernacular Middle schools—together with percentages of increase and decrease.

English schools have increased in the ten years from 2,301 to 2,762, and the number of pupils in them has increased from 271,654 to 339,834, the rate of increase in both schools and pupils having been pretty uniform in each period. But there have been considerable

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TABLE 1

Comparative Statistics of English Secondary Schools for Boys, 1886-87, 1891-92, and 1896-97

Province	*1886-87*		*1891-92*				*1896-97*			
					Percentage of Increase or Decrease				*Percentage of Increase or Decrease*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
Madras	507	50,246	491	49,022	–3	–2	394	60,471	–20	+23
Bombay	337	35,094	352	39,368	+4	+12	403	32,878	+18	–18
Bengal	1,016	115,310	1,195	135,934	+18	+18	1,335	153,298	+12	+12
N.-W. P. and Oudh	133	22,770	139	21,909	+4	–4	169	24,411	+21	+11
Punjab	109	25,962	136	30,540	+25	+18	193	39,665	+42	+30
Central Provinces	67	4,114	78	4,999	+16	+22	84	6,736	+8	+35
Burma	43	6,026	57	7,657	+30	+27	67	9,174	+18	+20
Assam	60	6,996	67	7,451	+12	+7	87	8,562	+30	+15
Coorg	3	441	3	500	0	+13	2	647	–33	+29
Berar	26	4,695	26	4,639	0	–1	28	3,992	+8	–14
Total	2,301	271,654	2,544	302,019	+11	+11	2,762	339,834	+9	+13

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TABLE 2

Comparative Statistics of Vernacular Secondary Schools for Boys, 1886-87, 1891-92, and 1896-97

Province	*1886-87*		*1891-92*				*1896-97*			
					Percentage of Increase or Decrease				*Percentage of Increase or Decrease*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
Madras	47	3,039	89	4,350	+89	+43	149	10,953	+67	+152
Bombay	—	—	—	—	—	—	—	—	—	—
Bengal	1,157	64,478	1,113	61,351	–4	–5	1,140	65,441	+2	+7
N.-W. P. and Oudh	468	42,237	333	30,090	–29	–29	297	31,769	–11	+6
Punjab	125	18,047	123	18,169	+2	+1	122	18,925	–1	+4
Central Provinces	—	—	171	18,576	0	0	149	18,762	–13	+1
Burma	15	1,279	22	1,579	+47	+23	160	9,918	+627	+528
Assam	47	3,455	43	2,854	–9	–17	48	2,985	+12	+5
Coorg	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—
Total	1,859	132,535	1,894	136,969	+2	+3	2,065	158,753	+9	+16

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fluctuations in the different Provinces. In Madras, the number of schools has decreased by more than one-fifth, while the number of pupils has increased by just one-fifth, both changes having taken place mainly in the later period. The cause of both changes is to be found in a stricter application of the rules of recognition, which has reduced the number of schools, and shown its justification by largely augmenting the number of pupils in the schools that remain. The result is that the average number of pupils in each school has risen from 99 to 154. In Bombay, the number of schools has largely increased, whereas the number of pupils seems to have decreased. This, however, is entirely due to the plague, which reduced the number of pupils in the last year from 46,279 to 32,878. As a matter of fact, the rate of increase was very steady in Bombay during the previous four years. In Bengal, the increase was larger in the earlier period than in the later; but in both periods the rate of increase was identical for schools and for pupils. In the North-West, schools, have increased faster than pupils; and in the earlier period pupils actually decreased. In the Punjab, also, schools have increased somewhat faster than pupils; but the rate of increase in pupils has been high, especially in the latter period. The Central Provinces and Burma both make a good show, especially in the matter of pupils. In Assam, on the other hand, schools have grown faster than pupils. Berar is conspicuous by showing a diminution of pupils in both periods, apparently due to a change of system, by which Primary departments of Secondary schools have been erected into independent Primary schools.

In the case of Vernacular schools, the figures do not necessarily represent actual facts; they may only imply changes of classification. For example, the figures for the Central Provinces show that a number of schools were suddenly raised from the Primary to the Secondary stage between 1886-87 and 1891-92; and the same thing occurred during the later period in Burma, and to some extent in Madras. On the other hand, the figures for the North-West, Assam, and Bengal show that a converse process was taking place there during the earlier period. Altogether, it may be doubted whether there is any real progress in Secondary Vernacular schools, though their number has apparently increased in ten years from 1,859 to 2,065, and the number of pupils in them from 132,535 to 158,753.

The following Table 3 gives the number of pupils in all classes of Secondary schools for boys, according to Provinces, for each of the

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TABLE 3

Number of Pupils in Secondary Schools for Boys, 1891-92 to 1896-97

Province	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*Percentage of Increase or Decrease, 1896-97 compared with 1891-92*
Madras	53,372	57,799	59,684	64,464	68,473	71,424	+34
Bombay	39,368	40,306	42,170	44,438	46,279	32,878	−16
Bengal	197,285	201,749	202,213	210,405	210,976	218,739	+11
N.-W. P. and Oudh	51,999	53,154	56,270	56,019	55,206	56,180	+8
Punjab	48,709	48,812	51,328	52,632	55,969	58,590	+20
Central Provinces	23,575	27,604	29,546	30,955	25,907	25,498	+8
Burma	9,236	9,998	15,599	15,562	18,610	19,092	+107
Assam	10,305	10,399	10,393	10,799	11,043	11,547	+12
Coorg	500	533	646	842	821	647	+29
Berar	4,639	4,672	4,500	4,503	3,716	3,992	−14
Total	438,988	455,026	472,349	490,619	497,000	498,587	+14
Percentage of Increase compared with preceding year		+4	+4	+4	+.3	+3	

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six years, 1891-92 to 1896-97.

The total number of pupils in all classes of Secondary schools increased in five years from 438,988 to 498,587, or by 14 per cent. But it is notable that while the rate of increase was as high as 4 per cent in each of the first three years, it dropped to 1 per cent in 1895-96, and to .3 per cent in the year following. This last decline may safely be assigned to the plague in Bombay. For the other decline it is not so easy to account. It is due mainly to the Central Provinces, but partly also to the North-West, Berar, and Bengal; and it may be said that these are the regions which first began to feel the effects of the famine, in the order given. If this, however, be the true explanation, we should expect to find the decline more marked in the following year, which is not the case. With regard to the several Provinces, the decrease in Bombay is entirely due to the plague, and that in Berar has already been commented on. The high rate of increase in Burma is mainly due to the raising of a number of Primary schools to the Secondary Vernacular stage. The large increases in Madras and the Punjab do, however, imply general progress, while the smaller increases in Bengal and Assam are also satisfactory. The increase in the North-West took place entirely in the first two years.

Stages of Instruction in Secondary Schools

So far we have dealt only with Secondary schools. But in order to arrive at the facts about Secondary education, it is necessary to eliminate all those pupils in Secondary schools who are still in the Primary stage of instruction. These amount to nearly three-fifths of the whole, though the proportion varies greatly in the different Provinces. In Bombay, nearly all the pupils in Secondary schools are in the Secondary stage; in Madras, considerably more than one-half; in Bengal and the Punjab, about one-third; and in the North-West only one-fourth.

Table 4, classifies all the pupils in Secondary schools for boys according to stages of instruction, for each of the five years 1891-92 to 1896-97, giving also the proportion in each stage.

The number of pupils in the High stage (*i.e.*, studying for the Matriculation or a co-ordinate examination) has risen in the five years from 57,527 to 61,575 though the proportion to the total has apparently fallen from 13.1 to 12.3 per cent. But this reduction is entirely due to the plague in Bombay, where closing of the schools caused a loss of no

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TABLE 4

Stages of Instruction in Secondary Schools for Boys, 1891-92 to 1896-97

Stage	*1891-92*		*1892-93*		*1893-94*		*1894-95*		*1895-96*		*1896-97*	
	Number	*Per-centage*	*Number*	*Per-centage*	*Number*	*Per-centage*	*Number*	*Per-centage*	*Number*	*Per-centage*	*Number*	*Per-centage*
High	57,527	13.1	59,736	13.1	61,311	13.0	65,226	13.3	66,464	13.4	61,575	12.3
Middle	123,001	28.0	124,787	27.4	129,230	27.3	133,857	27.3	139,508	28.1	140,104	28.1
Upper Primary	89,068	20.3	91,231	20.1	93,831	20.0	98,015	20.0	99,084	19.9	101,604	20.4
Lower Primary (A)	147,080	33.5	154,980	34.1	164,310	34.7	169,931	34.6	171,763	34.5	175,224	35.2
Lower Primary (B)	22,272	5.1	23,964	5.3	23,566	5.0	23,557	4.8	20,181	4.1	20,080	4.0
Total	438,948		454,698		472,168		490,586		497,000		498,587	

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less than 5,569 pupils in the High stage. As a matter of fact, the proportion of pupils in the High stage usually amounts to more than 38 per cent in Bombay, compared with only 11 per cent for the rest of India. The number of pupils in the Middle stage (*i.e.*, all below the High but above the Primary) has increased from 123,001 to 140,104; while the proportion to the total has apparently remained stationary at about 28 per cent. Here again, the figures would come out better had it not been for the plague in Bombay, which caused a loss of 5,660 pupils in the Middle stage. The proportion of pupils in the Middle stage in Bombay usually amounts to about 50 per cent, compared with only 25 per cent for the rest of India. Adding together the pupils in these two stages, the total number of pupils receiving Secondary instruction has increased in five years by 21,151, or at the rate of 12 per cent; and there can be no doubt that the increase would have been half as large again had it not been for the plague. In the previous five years the rate of increase was 19 per cent. It is not worth while to examine the figures for the several Primary stages, beyond pointing out that what is known as Lower Primary (A) shows the largest increase, both absolutely and relatively; and that (owing to the plague in Bombay) the proportion of the total number of pupils in Primary stages has risen from 58.9 to 59.6 per cent. Even if we took the most favourable year (1895-96) the proportion in a Secondary stage would only be 41.5 per cent.

Table 5 gives the number of pupils in the High and Middle stages only, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with their proportion to the number of boys of school-going age, estimated at 15 per cent of the total male population.

Taking the whole period of ten years, the total number of pupils in the High stage has increased from 38,472 to 61,575; but the rate of increase is very unevenly distributed. In the earlier period the rate of increase was as high as 49 per cent, which dropped to 7 per cent in the later period. This fall is by no means entirely due to the plague at Bombay, for the North-West shows an actual decrease, and the increase in Bengal is insignificant. On the other hand, Madras and the Punjab are conspicuous for a higher rate of increase in the later period than in the earlier. The total number of pupils in the Middle stage has increased in ten years from 113,821 to 140,104, again unevenly distributed. Here the rate of increase, which was only 8 per cent in the earlier period, rose to 14 per cent in the later period, despite the fall

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TABLE 5

Comparative Statistics of Pupils in Secondary Schools for Boys in High and Middle Stages, 1886-87, 1891-92, and 1896-97

Province	*Number of Pupils in several Stages*						*Number of Boys of School-going Age of whom one was in each Stage*					
	1886-87		*1891-92*		*1896-97*		*1886-87*		*1891-92*		*1896-97*	
	High	*Middle*	*High*	*Middle*	*High*	*Middle*	*High*	*Middle*	*High*	*Middle*	*High*	*Middle*
Madras	6,252	22,464	8,594	22,328	13,194	31,587	424	118	308	118	200	84
Bombay	12,376	18,910	15,408	19,725	12,011	18,070	168	110	135	105	173	115
Bengal	14,830	40,409	26,600	44,761	27,829	45,883	368	135	205	122	196	119
N.-W. P. and Oudh	1,789	12,971	2,494	11,606	2,467	12,149	2,038	281	1,462	315	1,473	300
Punjab	1,407	9,936	2,063	11,648	2,944	16,130	1,200	169	818	145	573	105
Central Provinces	501	3,807	660	6,592	748	8,237	1,940	255	1,472	147	1,300	118
Burma	157	1,700	201	2,097	380	3,393	3,714	343	2,901	278	1,534	172
Assam	702	1,656	990	2,163	1,242	2,330	598	254	424	194	338	180
Coorg	50	207	45	185	77	291	288	70	320	78	187	49
Berar	408	1,761	472	1,896	683	2,034	548	127	474	118	316	110
Total	38,472	113,821	57,527	123,001	61,575	140,104	461	156	308	144	288	127

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caused by the plague in Bombay. The North-West shows an actual decrease in the earlier period, which was not entirely made up in the later. In Bengal the rate of increase has again diminished. In Madras there was a slight decrease in the earlier period, but a very large increase in the later. The Punjab, as usual, exhibits a uniformly high rate of progress, while the minor Provinces also show well.

The real facts are best exhibited in the columns showing the number of boys of school-going age of whom one was in the High or Middle stage in each year. Here, of course, a reduction in number corresponds to progress in the spread of education. In the High stage, the figure for all India has fallen in five years from 461 to 288. In Bombay alone, where High education is really more advanced than in any other Province, an apparent rise is shown; but if we were to take 1895-96, the year before the plague, the figure would be 119, instead of 173, and would show a steady rate of improvement. Bengal comes next to Bombay, with a figure that has fallen from 368 to 196; but it would seem that Madras is rapidly overtaking Bengal, its figure having fallen from 424 to 200, or by more than one-half. The North-West has reduced its bad figure from 2,038 to 1,473, though not at all in the later period. It is still the worst Province of all, excluding Burma, and has only one pupil in the High stage to five for the whole of India. The Punjab shows a very satisfactory fall, from 1,200 to 573, or by more than one-half. All the minor Provinces also exhibit steady improvement.

In the Middle stage the figure for all India has fallen from 156 to 127. Here Madras fairly takes the lead, with a drop from 118 to 84, though Bombay would be a good second if we took the figure for the year before the plague, which was 88 instead of 115. Bengal shows moderate progress, from 135 to 119. The North-West exhibits actual retrogression, from 281 to 300, being far the worst figure for any Province, and more than twice as high as the average for all India. The Punjab again has a high rate of progress, from 169 to 105, the latter figure placing it second only to Madras and equal to Bombay five years ago. The Central Provinces exhibit a yet higher rate of progress, from 255 to 118, the latter figure placing them above Bengal. Burma also shows very well, and Assam, not badly.

So far we have dealt with Secondary schools for boys. But in order to ascertain the total number of boys in Secondary stages of instruction, it will be necessary to eliminate the few girls attending

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boys' schools (727 in 1896-97) and to add the larger number of boys in Primary schools who are in Secondary stages (3,224). This has been done in the following Table 6, which gives the number of boys in both High and Middle stages, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with their proportion to the male population of school-going age (15 per cent of the total male population). The accompanying maps are based upon this table.

TABLE 6

Proportion of Boys in Secondary Stages, 1886-87, 1891-92, and 1896-97

Province	*1886-87*		*1891-92*		*1896-97*	
	Boys in High and Middle Stages	*Percentage of Male Population of School-going age*	*Boys in High and Middle Stages*	*Percentage of Male Population of School-going age*	*Boys in High and Middle Stages*	*Percentage of Male Population of School-going age*
Madras	28,651	1.25	30,842	1.16	44,703	1.69
Bombay	31,247	1.74	34,986	1.68	29,942	1.43*
Bengal	55,419	1.08	71,864	1.31	74,157	1.36
N.-W. P. and Oudh	14,760	.42	14,100	.38	14,566	.40
Punjab	11,343	.74	13,701	.81	19,063	1.13
Central Provinces	6,526	.75	7,232	.74	8,961	.92
Burma	1,823	.61	2,470	.42	3,659	.63
Assam	2,358	.62	3,160	.75	3,590	.85
Coorg	254	1.68	230	1.59	368	2.75
Berar	3,138	1.51	3,763	1.68	5,446	2.43
Total	155,519	.98	182,348	1.03	204,455	1.15

*The corresponding figure for 1895-96 was 1.98.

This table differs from the preceding one, in so far as the High and Middle stages are added together. It fails to correspond with the actual facts, because the population for 1886-87 and 1896-97 has in each case been based upon a Census taken about six years before, and is therefore under-estimated. But this would not much affect the

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comparative figures for the several Provinces. The proportion of total boys in Secondary stages of instruction has increased in ten years from .98 to 1.15 per cent of the estimated male population of school-going age. The rate of increase is higher in the later than in the earlier period, partly because it is calculated upon a stationary population, and partly because the larger number of pupils (*i.e.*, those in the Middle stage) actually increased more rapidly in the later period. Excluding Coorg and Berar, the rate of increase has been highest and most uniform in the Punjab, from .74 to 1.13. In the later period alone, the rate of increase was highest in Madras, from 1.16 to 1.69. This latter figure is the highest for any of the large Provinces; but it was exceeded by Bombay with 1.98 in the year before the plague. Bengal shows a moderate rate of increase, from 1.08 to 1.36, dropping in the later period. The North-West is conspicuous for an actual decrease, its proportion being little more than one-third of that for India generally. The Central Provinces show a fair increase; while the figures for Assam are, as usual, marked by steady progress.

English Secondary Schools

We may now proceed to discuss in greater detail the different classes of Secondary schools, dealing first with English schools, both High and Middle, and then with Middle Vernacular schools.

The following Table 7 gives the statistics of all English schools in the several Provinces according to management, for the two years 1891-92 and 1896-97, together with percentages of increase or decrease.

As already stated, the total number of English schools increased by 9 per cent, and the number of pupils in them by 13 per cent, showing a slightly larger average strength for each school. In the preceding period, the rate of increase had been 11 per cent for both schools and pupils. The number of schools under Government decreased by 12 per cent, compared with an increase of 10 per cent in the preceding period. But that increase was merely nominal, being due to a change of system in the North-West, by which the *zilla* (District) schools, which are managed by the Department though maintained by Local Funds, were transferred from the second column to the first. The decrease in the later period is mainly accounted for by the transfer of more than 20 schools in the Central Provinces from Government to District Boards. In other Provinces, the number of schools under public

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TABLE 7

English Secondary Schools for Boys According to Management, 1891-92 and 1896-97

Province	1891-92											
	Government		District and Municipal		Native States		Aided		Unaided		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	16	2,051	110	8,241	—	—	273	30,058	92	8,672	491	49,022
Bombay	28	7,238	83	3,476	75	6,419	110	14,942	56	7,293	352	39,368
Bengal	55	14,824	28	3,673	—	—	770	69,490	342	47,947	1,195	135,934
N.-W. P. and Oudh	40	7,458	11	686	—	—	80	12,603	8	1,162	139	21,909
Punjab	4	1,464	69	16,333	—	—	44	9,755	19	2,988	136	30,540
Central Provinces	35	2,654	9	706	4	45	29	1,541	1	53	78	4,999
Burma	2	907	17	1,777	—	—	38	4,973	—	—	57	7,657
Assam	13	2,201	—	—	—	—	36	3,444	18	1,806	67	7,451
Coorg	1	282	1	196	—	—	1	22	—	—	3	500
Berar	26	4,639	—	—	—	—	—	—	—	—	26	4,639
Total	220	43,718	328	35,088	79	6,464	1,381	146,828	536	69,921	2,544	302,019
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	—	—	—	—	—	—
1891-92 compared with 1886-87	+10	+13	−13	−18	+25	+19	+9	+8	+36	+43	+11	+11

(Contd.)

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TABLE 7 (*Continued*)

Province	*1896-97*											
	Government		*District and Municipal*		*Native States*		*Aided*		*Unaided*		*Total*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*	*25*
Madras	11	1,860	107	11,926	1	80	230	40,187	45	6,418	394	60,471
Bombay	26	5,780	84	3,612	104	9,853	132	10,878	57	2,755	403	32,878
Bengal	55	14,446	22	3,094	—	—	853	80,834	405	54,924	1,335	153,298
N.-W. P. and Oudh	44	7,126	17	1,432	—	—	85	12,936	13	1,917	169	24,411
Punjab	4	1,207	79	18,565	—	—	56	11,540	54	8,353	193	39,665
Central Provinces	10	1,207	30	3,048	8	210	28	2,026	8	245	84	6,736
Burma	2	1,057	16	1,974	—	—	49	6,143	—	—	67	9,174
Assam	13	2,271	—	—	—	—	56	4,359	18	1,932	87	8,562
Coorg	2	647	—	—	—	—	—	—	—	—	2	647
Berar	26	3,795	—	—	—	—	—	—	2	197	28	3,992
Total	193	39,396	355	43,651	113	10,143	1,489	168,903	612	77,741	2,762	339,834
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	−12	−10	+8	+24	+43	+41	+8	+15	+14	+11	+9	+13
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—	—	—	—

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management shows little change. The figures for schools under District and Municipal Boards are the converse of those just given. They show an increase of 8 per cent, compared with a decrease of 13 per cent in the preceding period; but it is noticeable that the pupils have increased at a much quicker rate than the schools. The number of schools in Native States has increased by 43 per cent, compared with 25 per cent, which is symptomatic of the spread of education alike in Bombay and in the chiefships of the Central Provinces. The number of Aided schools has increased by 8 per cent, compared with 9 per cent. They now contain nearly half the total number of pupils. They are especially numerous in Bengal and Madras, and also show a rapid growth in the Punjab, Burma, and Assam. The number of Unaided schools has increased by 14 per cent, compared with 36 per cent. Two-thirds of the total are to be found in Bengal, but they are also increasing very rapidly in the Punjab.

Table 8 distinguishes the figures given in the preceding table for 1896-97, for High schools and Middle English schools separately, together with percentages of increase or decrease.

The total number of High schools has increased by 11 per cent, and the number of pupils in them by 12 per cent. Here, schools under Government and under Boards both show a decrease, while high rates of increase are shown in Aided and Unaided schools, and also in the few maintained by Native States in Bombay. Turning to the large Provinces, the highest rate of increase is in the Punjab, where both schools and pupils have grown by about one-third. In Madras, pupils have increased by nearly one-half, though schools have actually decreased. In the North-West on the other hand, schools have grown much faster than pupils. In Bengal, though the actual number is large, especially of Aided and Unaided schools, the rate of increase seems small. In Bombay, the increase in schools implies that pupils also would have increased, but for the plague. The Central Provinces, Burma, and Assam each show well.

The total number of Middle English schools has increased by 7 per cent, and the number of pupils in them by 13 per cent, showing that the augmented strength is to be found chiefly in this class. The large decline in schools under Government is more than made up by the growth in schools under Boards. The increase in Native States is noticeable. Unaided schools have increased more rapidly than the pupils in them, while the reverse is the case for Aided schools. Turning

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TABLE 8

English Secondary Schools for Boys According to Grade, 1896-97

Province	High Schools											
	Government		District and Municipal		Native States		Aided		Unaided		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	4	955	23	4,581	—	—	84	25,072	22	5,058	133	35,666
Bombay	20	4,937	1	110	16	4,305	38	5,444	14	1,609	89	15,856
Bengal	48	13,579	5	1,692	—	—	183	30,184	157	38,185	393	83,640
N.-W. P. and Oudh	34	6,262	1	118	—	—	50	9,121	12	1,833	97	17,334
Punjab	4	1,207	24	7,790	—	—	27	7,762	19	5,067	74	21,826
Central Provinces	4	170	—	—	—	—	9	510	3	68	16	748
Burma	2	1,057	3	643	—	—	8	2,412	—	—	13	4,112
Assam	10	2,030	—	—	—	—	5	847	6	1,054	21	3,931
Coorg	1	324	—	—	—	—	—	—	—	—	1	324
Berar	2	419	—	—	—	—	—	—	1	137	3	556
Total	129	30,940	57	14,925	16	4,305	404	81,352	234	52,471	840	183,993
Percentage of Increase or Decrease, compared with 1891-92	–1	–5	–2	+17	+33	+53	+13	+16	+20	+14	+11	+12

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TABLE 8 (*Continued*)

Province	Middle Schools												Percentage of Increase or Decrease, compared with 1891-92			
	Government		District and Municipal		Native States		Aided		Unaided		Total		High Schools		Middle Schools	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Madras	7	905	84	7,345	1	80	146	15,115	23	1,360	261	24,805	–2	+49	–26	–1
Bombay	6	843	83	3,511	88	5,548	94	5,434	43	1,686	314	17,022	+24	–28	+12	0
Bengal	7	867	17	1,402	—	—	670	50,650	248	16,739	942	69,658	+7	+8	+14	+19
N.-W. P. and Oudh	10	864	16	1,314	—	—	35	3,815	11	1,084	72	7,077	+21	+8	+22	+20
Punjab	—	—	55	10,775	—	—	29	3,778	35	3,286	119	17,839	+37	+31	+45	+28
Central Provinces	6	1,037	30	3,048	8	210	19	1,516	5	177	68	5,988	+33	+13	+3	+38
Burma	—	—	13	1,331	—	—	41	3,731	—	—	54	5,062	+18	+21	+17	+19
Assam	3	241	—	—	—	—	51	3,512	12	878	66	4,631	+17	+15	+35	+13
Coorg	1	323	—	—	—	—	—	—	—	—	1	323	–50	+7	0	+65
Berar	24	3,376	—	—	—	—	—	—	1	60	25	3,436	+50	+49	+4	–19
Total	64	8,456	298	28,726	97	5,828	1,085	87,551	378	25,270	1,922	155,841	—	—	—	—
Percentage of Increase or Decrease, compared with 1891-92	–29	–23	+10	+28	+45	+60	+6	+14	+11	+6	+7	+13	+11	+12	+7	+13

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to Provinces, the highest rate of increase is again to be found in the Punjab, but the North-West occupies a much better position than usual. Madras shows a decline of one-fourth in the number of schools, and a slight decline in number of pupils, implying that the High stage has grown at the expense of the Middle. That there is no measurable decrease in Bombay is better than might have been anticipated in view of the plague. In Bengal, the rate of increase is twice as high as in High Schools. The minor Provinces again show well.

The following Table 9 gives the average number of pupils in all Secondary schools, according to Provinces and also according to management, for the two years 1891-92 and 1896-97. The figures for Vernacular schools will be considered in a subsequent paragraph.

TABLE 9

Average Number of Pupils in Secondary Schools for Boys, 1891-92 and 1896-97

According to Province	*1891-92*			*1896-97*		
	English High	*English Middle*	*Verna-cular*	*English High*	*English Middle*	*Verna-cular*
Madras	176	68	48	268	95	74
Bombay	311	61	—	178	54	—
Bengal	210	71	55	213	74	57
N.-W. P. and Oudh	200	100	90	178	98	107
Punjab	304	170	148	295	150	155
Central Provinces	55	57	109	47	88	126
Burma	309	93	72	316	94	62
Assam	192	82	66	187	70	62
Coorg	151	196	—	324	323	—
Berar	160	177	—	185	137	—
According to Management						
Government	250	123	78	240	157	78
Board	219	83	96	262	93	108
Native States	235	54	112	275	60	121
Aided	196	75	55	202	81	59
Unaided	236	70	57	224	67	55
Average	218	77	72	219	81	77

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In High schools the average strength has risen from 218 to 219, and in Middle English schools from 77 to 81; but these averages are the result of some wide Provincial fluctuations. In Bombay, owing to the plague the attendance fell from 311 to 178 in High schools, and from 61 to 54 in Middle schools. In Madras, on the other hand, where the decrease in schools and increase in pupils has already attracted our attention, the attendance rose from 176 to 268 in High schools, and from 68 to 95 in Middle schools. In other Provinces the figures are more regular. For Bengal they show a slight increase, and for the North-West and the Punjab a decrease. According to management, the most noticeable features are the drop in Government High schools, probably due to the plague in Bombay; the rise in Board and Native State High schools, which last have now the largest attendance of all, and the fact that Unaided High schools have a larger attendance than the Aided. Among Middle schools, every class shows an augmented strength except Unaided, and the increase in Government schools is very marked.

The following Table 10 gives the percentage of pupils in daily attendance of all English schools, according to management, for the three quinquennial years, 1886-87, 1891-92, and 1896-97. The percentage is obtained by dividing the average daily attendance by the average monthly roll number.

TABLE 10

Percentage of Pupils in Daily Attendance in English Secondary Schools for Boys, 1886-87, 1891-92, and 1896-97

Management	*1886-87*	*1891-92*	*1896-97*
Government	84	82	84
Board	83	82	83
Native States	84	84	85
Aided	76	80	82
Unaided	80	79	80

It is usual to look upon an increase in this percentage as indicating an improvement of school discipline. If this be so, the figures seem to imply considerable advance in the class of Aided schools, and in every case the figures for 1896-97 are better than those for 1891-92.

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The Teaching of English in Secondary Schools

The essential difference between English and Vernacular Secondary Schools is that in the former English is compulsory, while in the latter, if it is taught at all, it is only as an optional subject. It does not, however, follow that every pupil in an English school is actually learning English; in some Provinces the study of English is not commenced until the Lower or Upper Primary stage has been passed, while in others English is taught from the lowest class.

The following Table 11 shows the number of pupils in English Secondary schools for boys, both High and Middle, in each Province, who were learning English in 1896-97, with the corresponding totals for the two previous quinquennial years:—

TABLE 11

Proportion of Pupils learning English in English Secondary Schools for Boys, 1896-97

Province	*Total of Pupils in English Secondary Schools*	*Number learning English*	*Percentage learning English*
Madras	60,471	58,705	97.1
Bombay	32,878	32,872	99.98
Bengal	153,298	130,572	85.2
N.-W. P. and Oudh	24,411	22,449	92.0
Punjab	39,665	25,772	65.0
Central Provinces	6,736	6,736	100
Burma	9,174	9,174	100
Assam	8,562	6,700	78.3
Coorg	647	647	100
Berar	3,992	3,717	93.1
Total	339,834	297,344	87.5
Total for 1891-92	302,019	261,895	86.7
Total for 1886-87	271,654	232,366	85.5

The proportion of pupils in English Secondary schools learning English has steadily risen from 85.5 to 87.5 per cent. In four Provinces all, or practically all, the pupils in English schools are actually learning

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English. But in the Punjab the proportion is as low as 65.0 per cent, though it was still lower (62.6 per cent) five years ago. In the North-West the proportion has fallen from 99.2 to 92.0 per cent, showing that the increase in the total number of pupils is deceptive. But in every other Province where the proportion is low, it has risen considerably during the five years: in Madras from 93.7 to 97.1 per cent.

In order to obtain the total number of pupils who are learning English, it is necessary to add those to be found not only in Vernacular Secondary schools but also in Primary schools, for in some Provinces, notably Madras, English is an optional subject in Primary schools. This has been done in the following Table 12, which gives the total number of pupils learning English, according to Provinces, in all public institutions for boys, except Colleges and Special schools, together with the number of boys of school-going age (15 per cent of the male population) of whom one was learning English. It should be observed that a few girls in boys schools are included, but, on the other hand, boys in girls schools are omitted.

TABLE 12

Number of Pupils learning English in Secondary and Primary Schools for Boys, 1896-97

Province	*English Secondary Schools*	*Vernacular Secondary Schools*	*Primary Schools*	*Total*	*Number of Boys of School-going Age of whom one was learning English*
Madras	58,705	7,021	58,916	124,642	21
Bombay	32,872	—	462	33,334	63
Bengal	130,572	10,342	1,706	142,620	38
N.-W. P. and Oudh	22,449	—	3,426	25,875	141
Punjab	25,772	—	1,346	27,118	62
Central Provinces	6,736	4	412	7,152	136
Burma	9,174	—	1,398	10,572	55
Assam	6,700	—	531	7,231	58
Coorg	647	—	252	899	15
Berar	3,717	—	324	4,041	55
Total	297,344	17,367	68,773	383,484	46
Total for 1891-92	261,895	9,697	54,174	325,766	54

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The total number of pupils in boys' schools learning English has increased in five years from 325,766 to 383,484, or at the rate of 18 per cent, while the number of boys of school-going age of whom one was learning English has fallen from 54 to 46. It is only in Bengal and Madras that English is taught in Vernacular Secondary schools, but here the numbers are considerable, and it is notable that in Madras more boys are learning English in Primary schools than in English Secondary schools. In the column showing the relative position of the several Provinces, if we exclude Coorg, Madras stands easily first with 21, followed by Bengal with 38. Bombay would have a much better mark, were it not for the plague. As it is, she is passed by Burma, Assam, and the Punjab. The North-West, as usual, comes at the bottom, with a mark nearly seven times worse than that of Madras.

Vernacular Secondary Schools

Table 13 gives the details of Vernacular Secondary schools for boys in the several Provinces according to management, for the two years 1891-92 and 1896-97. It should be remarked that there are no schools of this class in Bombay, Berar, or Coorg.

During the last five years, the total number of Vernacular Secondary schools has increased by 9 per cent, and the number of pupils in them by 16 per cent. But it may be observed that the increase is mainly confined to Burma and Madras, where it is probably due to changes of classification. During the preceding five years, schools, increased by only 2 per cent, and pupils by 3 per cent; and that nominal increase was more than accounted for by the transfer of 171 schools with 18,576 pupils in the Central Provinces from the Primary to the Secondary stage. Taking a period of ten years, the number of Vernacular Secondary schools has fallen from 468 to 297 in the North-West Provinces, from 1,157 to 1,140 in Bengal, and from 125 to 122 in the Punjab.

According to management, the total number of Government schools has fallen in ten years from 171 to 61, the rate of decrease being 54 per cent in the earlier period, and 32 per cent in the later period. This decrease is to be explained by the transfer to District Boards which took place on a large scale in Bengal in the earlier period, and in Madras and the Central Provinces in the later period. The total number of schools under Boards has correspondingly risen in ten years from 604 to 723, the earlier period showing an increase of 24 per

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TABLE 13

Vernacular Secondary Schools for Boys, 1891-92 and 1896-97

Province	1891-92											
	Government		Local and Municipal		Native States		Aided		Unaided		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	23	1,020	30	1,652	—	—	29	1,410	7	268	89	4,350
Bombay	—	—	—	—	—	—	—	—	—	—	—	—
Bengal	33	2,533	152	8,626	—	—	811	43,482	117	6,710	1,113	61,351
N.-W. P. and Oudh	—	—	323	29,211	—	—	7	661	3	218	333	30,090
Punjab	—	—	122	17,914	—	—	1	255	—	—	123	18,169
Central Provinces	19	2,284	120	13,938	8	896	24	1,458	—	—	171	18,576
Burma	—	—	—	—	—	—	22	1,579	—	—	22	1,579
Assam	14	1,121	—	—	—	—	27	1,639	2	94	43	2,854
Coorg	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—	—	—
Total	89	6,958	747	71,341	8	896	921	50,484	129	7,290	1,894	136,969
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	—	—	—	—	—	—
1891-92 compared with 1886-87	–54	–26	–24	+17	0	0	–5	–7	+11	–1	+2	+3

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TABLE 13 (*Continued*)

Province	1896-97											
	Government		Local and Municipal		Native States		Aided		Unaided		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	14	15	16	17	18	19	20	21	22	23	24	25
Madras	5	545	44	4,430	—	—	67	4,980	33	998	149	10,953
Bombay	—	—	—	—	—	—	—	—	—	—	—	—
Bengal	37	2,804	149	8,820	—	—	811	45,035	143	8,782	1,140	65,441
N.-W. P. and Oudh	—	—	289	31,085	—	—	8	684	—	—	297	31,769
Punjab	—	—	122	18,925	—	—	—	—	—	—	122	18,925
Central Provinces	5	456	115	14,823	13	1,572	16	1,911	—	—	149	18,762
Burma	—	—	—	—	—	—	160	9,918	—	—	160	9,918
Assam	14	1,053	4	153	—	—	29	1,736	1	43	48	2,985
Coorg	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—	—	—
Total	61	4,858	723	78,236	13	1,572	1,091	64,264	177	9,823	2,065	158,753
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	–32	–30	–3	+10	+62	+74	+18	+27	+37	+35	+9	+16
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—	—	—	—

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cent, and the later period a decrease of 3 per cent, which would indicate that this class has failed to gain all that the other class has lost. Schools in Native States of the Central Provinces, which did not exist during the earlier period, show a very high rate of increase in the later. The total number of Aided schools has risen in ten years from 968 to 1,091, a large decrease in Bengal in the earlier period having been more than made up by increases in Burma and Madras in the later period. The total number of Unaided Schools has increased in ten years from 116 to 177, almost entirely in the later period. This class of schools is practically confined to Bengal and Madras, and they have a very small attendance.

The figures for the average number of pupils in Vernacular schools for 1891-92 and 1896-97 have already been given in Table 9, in connexion with English schools. The average attendance has risen from 72 to 77, and the increase is shared by every Province except Burma and Assam, and by every class of school except Unaided. As in the case of English schools, the Punjab shows the largest strength (155), just double the average, and the largest increase has again been in Madras (from 48 to 74). According to management, schools in Native States of the Central Provinces stand first (121), but Board schools show the highest rate of increase (from 96 to 108). Altogether, these figures seem to indicate that Vernacular Secondary schools, if not increasing in number, are at any rate increasing in average strength, and therefore presumably in efficiency.

Secondary Schools in Madras

In Madras, Secondary education comprises two stages, known as the Upper Secondary and the Lower Secondary (corresponding to the High and Middle already mentioned), each of which extends over a period of three years.

> "In the Upper Secondary stage, the ordinary curriculum includes (1) English, (2) a Second language, (3) mathematics (arithmetic, geometry, and algebra), (4) physics and chemistry, (3) history and geography, (6) drawing. Instruction in these subjects is compulsory in schools preparing for the Matriculation; but in schools preparing for the Upper Secondary Examination, two subjects selected from the Intermediate Technical Examination list may be substituted for physics and chemistry . . . The pupil's

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First language must be English ... His Second language may be either one of the seven recognised vernaculars [Tamil, Telugu, Canarese, Malayalam, Uriya, Marathi, and Hindustani], or one of the following:—Sanskrit, Arabic, Persian, Burmese, Hebrew, Greek, Latin, French, and German. The Matriculation or the Upper Secondary Examination is the leaving test for pupils completing the Upper Secondary state; but the latter examination does not qualify for admission to the University.

In the Lower Secondary stage, the scheme of instruction includes (1) two compulsory subjects, namely: a First language (under which writing is included) and arithmetic, and (2) as many of the following optional subjects as it is convenient or practicable to introduce into a school curriculum—elementary science, a Second language, freehand and geometrical drawing, geography, singing, hygiene, history of India, agriculture, mensuration, history of Great Britain and Ireland, geometry and algebra, or any of the subjects prescribed for the Elementary Technical Examination and not included in the above list. No maximum or minimum limit has been prescribed as to the number of optional subjects to be taught, except that 'salary grant schools' are required to teach not fewer than four optional subjects. However, as under the Lower Secondary Examination notification no candidate is held to have passed the examination until he has passed in the four compulsory subjects of that examination, namely, a First language, arithmetic, geography, and history of India, and also in two of the optional subjects prescribed in the notification, provision is ordinarily made in Lower Secondary schools for instruction in at least six subjects. The pupil's First or compulsory language may be either English or one of the seven recognised vernaculars of the Presidency. In case a vernacular is studied as the First language, the pupil's Second language may be another vernacular, or English, or one of the following:—Sanskrit, Arabic, Persian, Latin, French, German. The Lower Secondary Examination is the leaving test for pupils completing the Lower Secondary stage of instruction; but it is not necessary to have passed this examination in order to be admitted into an Upper Secondary school.

Secondary schools in which English is taught as a compulsory subject (*i.e.*, as First language), and is used as the ordinary

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medium of instruction throughout the school, or in one or more of the higher forms, are designated English Secondary Schools; while Secondary schools which do not come under the above category are designated Vernacular Secondary schools, whether English is or is not taught in them. In other respects there is no difference in the curriculum prescribed for English and Vernacular schools. In Upper Secondary forms, the teaching of English is compulsory, . . . and instruction is ordinarily conveyed through the medium of English. In one or two of the lower forms of schools other than those for Europeans, the use of the vernacular is freely resorted to as a medium of instruction.

Secondary schools are in various stages of development. In recognising schools, the requirements of each form or class are taken into consideration, and the highest form up to which the privilege of recognition is accorded is notified, each form or class subsequently opened requiring special recognition. Thus, of the 543 Secondary schools on 31st March 1897, as many as 103 contained only the first form, 52 worked up to the second, 255 up to the third, 9 up to the fourth, 4 up to the fifth, and 120 up to the sixth form. As many as 70, or more than half the number of Upper Secondary schools, had no Primary classes attached to them. It may also be noted here that 10 Upper Secondary schools had not even Lower Secondary departments attached to them. Under the Grant-in-aid Code, Primary and Lower Secondary schools are aided either on the 'salary', or on the 'results grant' system, while Upper Secondary departments are aided on the 'salary grant' system only. As managers of schools find it to their advantage to claim aid on the 'results' system for the Primary and Lower Secondary departments, they have been forced, for purposes of aid, to detach the Primary departments, from their Lower Secondary schools, or the Primary and Lower Secondary departments from their Upper Secondary schools, and to treat these departments as separate schools. This, in the main, accounts for the existence of so many Upper Secondary and Lower Secondary schools without lower departments."

On 31st March, 1897, the total number of Upper Secondary or High Schools in Madras was 133, being three less than five years before; but the total number of pupils had increased from 24,002 to

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35,666, the average strength of the two Secondary departments alone being 221 compared with 143. Of the total number of schools, 125 were borne on the list of recognised schools, 67 as permanent and 58 as temporary, the remainder being schools in which Upper Secondary forms had been recently opened as an experimental measure. The number of Government schools remained unchanged at four, of which two are attached to Training colleges, one is the school department of the Mangalore College, and the fourth is intended for Muhammadans. Board schools have decreased from 26 to 23. Aided schools have increased from 66 to 84, while Unaided have decreased from 40 to 22, with the result that the total of these two classes is unaltered. Of the Aided schools, 57, and of the Unaided, three, are under Mission management. The average strength of the Upper Secondary department or High stage in each class of school shows an increase—in Government schools from 60 to 79, in Board schools from 40 to 69, in Aided from 74 to 111, in Unaided from 61 to 90. The only unfavourable symptom commented upon by the Director is the disproportionate strength of the sixth forms. This he ascribes to weakness on the part of headmasters in giving undeserved promotion, which leads afterwards to the refusal of certificates for the Matriculation examination to nearly one-third of the sixth form pupils.

The total number of Lower Secondary or Middle schools in Madras (including both English and Vernacular) decreased during the five years from 444 to 410; but the total number of pupils in them increased from 29,370 to 35,758, the average strength of the Lower Secondary departments alone being 37 compared with 26. The decrease in schools is due to the closing of weak fifth standard classes which had been opened as an experimental measure. In future, the rules of recognition will prevent unjustifiable attempts to push up the standard of a school. English Middle schools alone have fallen in number from 355 to 261, of which 227 were borne on the list of recognised schools, 33 as permanent and 194 as temporary. The pupils in them in the Lower Secondary stage have increased from 10,854 to 12,711, but this increase is almost entirely confined to Board schools, which are unchanged in number (84). Out of 146 Aided schools 77, and out of 23 Unaided schools 7, are under Mission management. Vernacular Middle schools, on the other hand, have increased from 89 to 149, despite a fall of 18 in Government schools; and the pupils in them in the Lower Secondary stage have increased from 621 to 2,659. Out of 66 Aided

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Schools 37, and out of 34 Unaided schools 5, are under Mission management. Of the total number, 13 are Night schools.

In connection with Lower Secondary education, the Director comments upon the great difference between the total numbers in the third form (9,259), and in the fourth form (4,565), which appears to indicate that about one-half of the pupils in the Lower Secondary stage are not in a position to continue their education in Upper Secondary schools. Similarly, he remarks that less than one-third of the boys in the Upper Primary stage pass on to the Secondary stage. After allowing for the fact that many among the poorer classes cannot hope to acquire more than a knowledge of the Three R's, he thinks himself justified in assuming that, among those who discontinue their studies, there are thousands whose education their parents would only be too glad to advance if proper schools were within reach. "These considerations point to the conclusion that more Secondary schools, both of the higher and lower grade, are absolutely needed. In what way this need is to be supplied is another question. The funds at the disposal of the Department and of District and Municipal Boards are altogether inadequate to meet the demands of Primary education, so that, if new Secondary schools are to be established, this most be done by private effort, which, if not aided by private charity, will have to take its stand on the fundamental principle that such schools must be made self-supporting. The Educational Department can do little to assist in establishing such schools, beyond indicating the places in which they are needed and are likely to take root when once established."

A satisfactory increase is shown of 32 per cent in the total number of certificated teachers in Secondary schools in Madras during the past five years. Our of 2,497 general teachers employed on 31st March 1897 (excluding head masters, *pandits*, and gymnastic, drawing, and writing masters), 774 held trained teachers' certificates, 645 untrained teachers' certificates with two years' service, 454 general educational certificates with five years' service, while 75 held no certificates but have had five years' service in schools recognised two years previously; so that the total number of teachers not qualified under the Educational Rules either by certificate or by service was 549. Though the rules of recognition require that only one-half of the teachers (exclusive of headmasters, etc.) should be qualified, the proportion of qualified general teachers is as high as 78 per cent; and no opportunity is missed to impress on heads and managers of schools the desirability of

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inducing every unqualified teacher to qualify for the profession. In addition to general teachers, there were 123 drawing masters and 310 trained and 41 untrained drill and gymnastic instructors in Secondary schools. In a few Upper Secondary schools, drawing is taught by general or class teachers; but the employment of qualified teachers is being insisted on as far as possible.

Secondary Schools in Bombay

Secondary education in Bombay may be defined as that education, other than Special, in which English is the main feature of the curriculum, and which leads up to the Collegiate course, or to the School Final Examination. This definition is so far incomplete, in that there is an examination qualifying for admission to the lower grades of public service which is equal in curriculum to the fourth standard of the High school course. The main feature of Secondary education in Bombay is that it does not recognise Middle Vernacular schools. It is true that the vernacular instruction given in the highest standards of a Primary school is carried on partially in the lower standards of a Secondary school; but the chief object is to keep the Secondary and Primary schools absolutely distinct, and to have a Primary course complete in itself, and not sacrificed to the Secondary course in any respect. With regard to the medium of instruction, the Director writes as follows:—

> "In this Presidency, the vernacular is the medium of instruction in the Middle stage (*i.e.*, in Standards I to III), and English becomes the standard of instruction in the High school stage (Standard IV and onwards). Sensible Inspectors would not be hard upon a school where boys in Standard IV, were unable to answer questions fluently in English; but what is claimed for our system is that, as the acquisition of English is the end and aim of this class of education, boys will acquire it more thoroughly if taught to practise it constantly. I have never heard of serious objections to the system, though I have known several cases in which managers have wished to discard the vernacular altogether. This the Department refuses to allow, holding that a pupil will learn English more quickly and thoroughly if he has a competent knowledge of his vernacular. No boy from a Vernacular school is allowed to join an English school till he has passed Standard IV

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of his vernacular, and he continues his vernacular studies for three years more in the Middle school. Thus he has had seven years of vernacular study before he discards the vernacular as a medium."

With regard to the withdrawal of Government in favour of private managers, the Director expresses an opinion adverse to the recommendations of the Education Commission. He points out that it is the policy of the Department in Bombay to maintain a High school at the head-quarters town of every District, as a model to Aided schools, and that the Government has been liberal in support of this policy:—

"The number of pupils in each school is limited, and no attempt is made to increase accommodation except in very backward tracts. Thus free scope is given for schools under other management to spring up, nor is aid refused except in the case of badly managed schools, or those which are like some of the large Bombay schools, entirely self-supporting. There has been no transfer of schools to private managers during the period under review, except the Camp Deesa Anglo-Vernacular school; and I should regret to see any very hasty attempt on the part of the Department to carry out the recommendations of the Education Commission as to withdrawal. In the case of the Ahmednagar High school, which was formerly a Government High school and is now under a Society, the Society has been more successful in raising funds from the local municipality than from outside sources; and in the city of Poona, where there is a large High school under the Deccan Education Society, the Department has found great difficulty in obtaining from the Society an adequate recognition of its rules as to free admissions. The impartial administration of public funds was anticipated by the Education Commission; but our experience is that Aided schools which are founded on racial considerations can rarely withstand the temptation to be exclusive."

In Bombay, the attendance at Secondary schools in 1896-97 was so disastrously affected by the plague, that it will be desirable to take for comparison the figures for the previous year, though of course the figures for 1896-97 are given in all the statistical tables. During the four years 1891-92 to 1895-96, the total number of High schools

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increased from 72 to 89, and the number of pupils in them from 22,406 to 27,790. In the plague year, though the number of schools remained the same, the pupils dropped to 15,856, a reduction of 43 per cent. At the end of that year, most of the schools in Bombay city were closed or nearly empty, the Karachi and Hyderabad schools in Sind were closed, and in Poona and the Central Division generally the number of pupils had decreased by one half. The Northern and Southern Divisions did not suffer to any perceptible extent, though the Districts of Thana and Surat were affected by the plague. The Government High school at Karachi became the civil hospital for the city, while the civil hospital was used for plague patients. At Hyderabad part of the High school was set apart as a plague hospital; and several rooms in the Elphinstone High school at Bombay were allotted to European *savants* for the prosecution of scientific research in connection with the plague. "It will probably take some time before the schools in the affected areas recover the blow that has been dealt them. But already, under improved conditions, schools are refilling; and it is a subject for congratulation that the actual loss of life among the pupils has been very small."

During the same period of four years, the total number of Middle schools increased from 280 to 310, and the number of pupils in them from 16,962 to 18,489. In the plague year, while the number of schools continued to increase slightly, the pupils dropped to 17,002, a reduction of 8 per cent. It is evident that Middle schools generally were less affected by the plague than High schools, though in a single school (the Elphinstone Middle school at Bombay) the pupils fell from 663 to 73, and a number of schools were temporarily closed in Sind.

Taking both classes of schools together, those under Government decreased from 28 to 26, while those under District or Municipal Boards increased from 83 to 84, the change being insignificant in both cases. But it should be mentioned that the average strength of a Government school is about thrice that of a Board school. The schools in Native States increased from 75 to 104, with a corresponding growth in pupils; and the Native States were fortunate enough to escape the plague. The number of Aided schools increased from 110 to 132, and of Unaided schools from 56 to 57, some of the latter having been brought upon the Aided list. It appears that Unaided schools (especially those in Bombay city) suffered from the plague more severely than any other class.

Progress in Secondary education is best shown by increase in the

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Secondary stages of instruction. In the four years specified, pupils in the High stage increased from 15,408 to 17,580, or by 14 per cent; and pupils in the Middle stage from 19,725 to 23,730, or by 20 per cent, the rate of increase in both cases being steady throughout the period. Bombay has a larger proportion of pupils in the Secondary stages than any other Province.

With regard to the qualifications of teachers, the Director says:—

> "There are no training schools for teachers in Secondary schools in the Presidency, except two or three normal classes in connexion with European schools. The Department accepts the graduate for places of Rs. 60 and upwards, and men with some college training for lower places. No examinations in the knowledge of school method and the science of teaching are held, but this is now under consideration. The lowest pay now given in a Government High school is Rs. 30, and for this a man who has spend a year or two at college can usually be secured. As regards Aided schools, the object of the Department is to enforce efficiency by encouraging managers to follow the departmental usage as to teachers. The Department recognises long experience as a guarantee of efficiency, and is liberal in treating each school on its own merits, on the general out-turn of work, and the discipline maintained."

Secondary Schools in Bengal

In Bengal, the description of Secondary education as "that which leads up from the Primary to the Collegiate course" does not quite hold true in respect of the instruction imparted in Middle schools, both English and Vernacular; for although the curriculum, for these schools has been so laid down as to make the pupils familiar, through the vernacular, with the subjects prescribed for the Matriculation, it has also a technical side in subjects like mensuration and physics, which are intended for those whose general education is to end here, and who may afterwards adopt some subordinate professional career. For High schools no scientific or technical course of study, alternative to the Matriculation, has yet been approved by the University; though the Government ordered in 1895 that, in awarding junior scholarships at the Matriculation, credit should be given for marks in drawing, which has already produced a marked result.

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Secondary schools are divided into three classes—High English, Middle English, and Middle Vernacular. High schools teach up to the Matriculation standard of the University; and both classes of Middle schools prepare their pupils for the Middle Scholarship Examination, with or without the English language as an extra subject. All Secondary schools have Primary departments, which are not treated as separate schools, as in Bombay, but are regarded as integral parts of the main institutions.

In High schools, English is a compulsory subject; and in Middle English schools, though not compulsory, it is studied by the great majority of the pupils. In many Middle Vernacular schools the pupils are taught English as an additional subject, in order that, on passing the Middle Vernacular Examination, they may not be under the necessity of joining the lowest forms of High schools. It is also not uncommon for some pupils in vernacular schools to learn English enough to obtain a certificate at the Middle English Examination. The question whether English or the Vernacular should be the medium of instruction in English Secondary schools in subjects other than languages does not arise in English Middle schools, in which the vernacular is necessarily the medium, every candidate being required to pass in the full vernacular course. In High schools, the reverse is the case. The vernacular basis, mentioned in Mr. Nash's Review, which had been tried in some of the High schools in the Presidency and Rajshahi Divisions, had to be practically abandoned in 1895-96, when, in consequence of the persistent opposition it met with, option was given to the authorities to reconstitute the schools on an English basis. On the other hand, a movement has recently been started by the Bangiya Sahitya Parishad (a body of respectable literary men from all parts of Bengal) in favour of Bengali as the medium of study in certain subjects prescribed for the Matriculation.

With regard to the further extension of Secondary education and the withdrawal of Government in favour of private managers, which was recommended by the Education Commission, the Director writes as follows:—

> "There remains little to be done for the spread of Secondary education by any direct measure on the part of the Department, private enterprise having already effected, especially in crowded localities, more perhaps than circumstances would warrant. There

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are perhaps more Secondary schools in Calcutta,' writes the Inspector for the Presidency Circle, 'than are needed. But considering the hard struggle now going on the part of unemployed intelligence, we must be prepared to see new High schools started year after year, though, as has actually taken place in the last quinquennium, the net gain may not be very large, the starting of new schools being neutralised, to a great extent, by the collapse of older and weaker ones.' But there is yet ample room for improvement by the use of the grant-in-aid system, which has worked so successfully in Bengal proper, and has been so little availed of in Bihar and Chota Nagpur. It is in these quarters, therefore, that our efforts are mainly directed at present for the further extension of secondary education.

As regards the withdrawal of Government in favour of private managers, the matter was fully discussed in 1892, when the question arose in respect of closing or transferring to local bodies the *zilla* (District) schools at Monghyr, Bhagalpur, Arrah, and Muzaffarpur. Besides the various practical difficulties in carrying out such a measure, the Director pointed out that local bodies were wanting in the element of stability, and noticed the case of a most flourishing institution which, on the death of its munificent founder, was doomed to pass through a period of storm and disorganisation. In March 1893, I had to deal with the case again, and finally recommended, after examining the financial aspect of the measure, that no further transfer of schools and colleges—Monghyr had then already been transferred to a Joint Committee—should be attempted until the matter had been more fully thought out, as my belief was that it would result in gain neither to the schools in point of efficiency, nor to Government in economy. This view of the situation was practically accepted by Government; and orders were issued for restoring to its original status the Muzaffarpur *zilla* school, which had been for some time going through a process of abolition. Subsequently, Sir Alfred Croft wrote on this subject: 'I have no doubt, in the first place, that the maintenance of a Government school effectually tends to keep up the standard of discipline in the whole area affected by it; and in the second place, that the tone and teaching of the Government school are influences that decidedly make for order and loyalty.'

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> So far as regards High schools. The Middle English schools maintained or managed by the Department are few: two of them are for special communities [Muhammadan and European], and the rest are practising schools attached to Training schools . . . Of the 37 Government Middle Vernacular schools, some are likewise practising schools, a few are aided with municipal contributions, while as many as 24 work in the backward tracts of Chota Nagpur and Orissa, in which the question of their transfer to local management cannot arise for a long time."

All the Departmental schools are both maintained and managed by Government. Schools maintained by Boards include three High schools (Howrah, Barisal, and Monghyr) under Joint Committees, consisting partly of members of the District Board and partly of members of the municipality. Of the other schools of this class, two High and three Middle English are managed by municipalities, and 14 Middle English are managed by District Boards. No District Board has yet been entrusted with control over a High school. The Middle Vernacular schools under public management were formerly called Model schools. Some of them were started as early as the administration of Lord Hardinge, whose name they used to bear. "Their services to the cause of vernacular education are incalculable, and most of them even now are among the best institutions in the country in respect of both stability and efficiency."

During the past five years the total number of High schools increased from 368 to 393, and the number of pupils in them from 77,433 to 83,640, the average strength of each school rising from 210 to 213. Government schools decreased from 49 to 48, and Board schools from 8 to 5; while Aided schools increased from 178 to 183, and Unaided from 133 to 157. Altogether, the proportion of pupils in the two classes of schools under private management to the total number of pupils rose from 79 to 82 per cent. English Middle schools increased from 827 to 942, and the number of pupils in them from 58,501 to 69,658, the average strength of each school rising from 71 to 74. Government schools increased from 6 to 7, but Board schools decreased from 20 to 17; while Aided schools increased from 592 to 670, and Unaided from 209 to 248. Altogether, the proportion of pupils in the two classes of schools under private management to the total number of pupils rose from 96 to 97 per cent. It should be stated,

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however, that two High schools in the Tributary States of Orissa, and three Middle English schools in the Political States of Chota Nagpur, have been included among Unaided institutions. Middle Vernacular schools increased from 1,113 to 1,140, and the number of pupils in them from 61,351 to 65,441 (as compared with a decrease in the preceding period), the average strength of each school rising from 77 to 80. Government schools increased from 33 to 37, but Board schools decreased from 152 to 149; while Aided schools remained stationary at 811, and Unaided increased from 117 to 143. Altogether the proportion of pupils in the two classes of schools under private management to the total number of pupils fell from 83 to 82 per cent.

According to stages of instruction, pupils in English schools in the High stage have increased in number from 26,590 to 27,881, and pupils in the Middle stage from 34,403 to 36,016; but the proportion in the High stage has fallen from 19.5 to 18.1 per cent, and in the Middle stage from 25.3 to 23.5 per cent, while more than 57 per cent of the total are still in one or other of the Primary stages. In Vernacular schools, pupils in the High stage (presumably reading for the Sanskrit Titles examination) have increased from 10 to 18, but pupils in the Middle stage have decreased from 10,358 to 9,867; the proportion in the Middle stage has fallen from 16.9 to 15.1 per cent, while just 85 per cent of the total are in one or other of the Primary stages.

Secondary Schools in the N.-W. Provinces and Oudh

In the North-West, it will be convenient to preserve the classification of the Director, who nowhere uses the terms "Secondary" or "English," but classes as Anglo-Vernacular all schools in which English is taught, whether they be High, Middle, or even Primary; while Middle Vernacular Schools are treated with other primary schools as Vernacular.

The total number of Anglo-Vernacular schools has risen from 210 to 221. High schools have increased by 11 and Middle schools by 15, while Primary schools have decreased by 14. According to management, State schools (which apparently include both Government and Board schools) have risen from 59 to 63, Aided have fallen from 135 to 130, while Unaided have risen from 16 to 28. The total number of pupils has increased from 26,225 to 27,032, though there was an actual decrease in each of the two last years. According to stages of instruction, the number of pupils has decreased in the High stage from

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2,346 to 2,309, but increased in the Middle stage from 4,980 to 5,536.

It must be admitted, with the Director, that "on the surface there does not appear to be much sign of progress in Anglo-Vernacular education during the last year or during the last five years." But he points out that the raising of fees has had much to do with this result, and that signs of improvement are already visible. "The total number of boys in the three upper sections has shown an increase every year since 1892-93, and this in spite of the alteration in fee rates. There is little doubt that the numbers would have risen still higher, had fees continued to be levied at the old cheap rates; but with the signs of recovery from the shock which may be found in the above figures, the numerical progress is by no means discouraging . . . But apart from the record of numbers, there is reason to believe that there has been considerable improvement in the method of imparting instruction, and in the thoroughness and carefulness of the teachers."

> "Unaided schools have made an encouraging start during the last two years, and will probably take a more prominent part in education in the near future. They show an enrolment and attendance double of those recorded five years ago. Their object is to provide a cheaper education for those numerous youths who desire to avoid the higher fees of Government and Aided schools; they are almost entirely under the control of native founders or committees, and in many ways they are no doubt better suited to the moderate requirements and ambitions of the people of the country. In some cases it is to be feared that their main object is not in any strict sense of the word educational. But they have a useful part to play; and the opportunity and encouragement to them by the enhancement of the fee rates in institutions under the direct influence of the Department is an incidental result of that measure, which there is no reason to regret."

The Director quotes the following special report by one of the Inspectors on defects in teaching the several subjects of the English Middle examination:—

> "*English*—In all classes the great defect is mis-pronunciation. The habit of faulty and careless pronunciation is acquired in the lower classes, and when once acquired is never wholly got rid of. It is in

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my opinion due almost entirely to the class of men who are employed as junior teachers. Being mostly men of little education, they do not themselves know how to pronounce English words. In making my annual inspection of schools, I have generally made the teacher read the passage for dictation to the class. I have never yet found one who could read properly or pronounce correctly. It naturally follows that the boys of the class cannot read or pronounce. In the lower classes of schools, it is almost invariably the practice to read English as if it were the vernacular, with the same mode of emphasis and intonation, and with a total disregard of punctuation and sense. In the highest classes the defects of this method are distinctly traceable. The practice of using keys and learning explanations by heart is not discouraged as it ought to be by teachers. It saves the teacher himself trouble in the preparation of his lesson, and is believed to be the most useful device for passing examinations. As a natural result, the intelligence of boys remains uncultivated, and they never learn how to work for themselves.

Vernacular—The vernacular is more or less neglected in most Anglo-Vernacular schools. This is particularly noticeable where there are many Bengali boys. They are always backward in this respect, but little effort seems to be made to overcome this defect in them. Generally speaking, the writing of the vernacular is very bad. The difference between the writing of boys in village schools and in English schools is not creditable to the latter. The neglect of the vernacular is a common cause of complaint; but headmasters and teachers, though they deplore it, do very little to overcome it, and certainly do not exact a high standard in this respect from their pupils.

Mathematics—The different branches of mathematics are, on the whole, fairly well taught in most schools, with the exception perhaps of mensuration; but no school has as yet been able to bring the lower classes up to the standard required by the new curriculum. Not sufficient attention is paid to neatness in working out answers. Boys are allowed to show up their work in any form; and sometimes it would seem that the teacher is satisfied so long as the answer is correct, without examining the method by which it may have been obtained.

Geography and History—These subjects are generally very

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unintelligently taught. In both, teachers merely exact the words of the book, without troubling to inquire if their pupils really know what they mean. 'Their excuse is that the boys, from their limited knowledge of English, cannot understand; but that this is not so is proved by the results obtained by painstaking and intelligent teachers. In the London Mission School, Benares, and in the District school at Fatehpur, I was agreeably surprised to find that the boys, on the whole, understood and took an interest in both subjects. In one or two schools which annually obtain satisfactory results in the Entrance and Middle examinations, the method adopted in teaching history and geography is to neglect these subjects for the greater period of the course, and cram the boys up in them during the last few months.

Science—With the exception of the London Mission School, Benares, the science classes are not a success in this Circle. One or two schools are attempting to teach the subject without qualified teachers and without any apparatus. Unless a school is properly equipped for teaching science, it would be better to leave the subject alone. There is, besides, the impression among boys that the Entrance course is easier than the School Final, another reason why physics and chemistry are not popular. Science teachers, though well up in their book-work, often fail to make the subject interesting. They do not make sufficient use of practical demonstration, because they have not been accustomed to performing experiments themselves. Their experiments are apt to fail, and their demonstrations are unskilful; so that students find the subject dull and unprofitable. Very little real progress is made at present; and the students rely for purposes of examination upon an unintelligent attempt at memorising the words of what they consider important passages in their text-books. Some more suitable text-books for Indian students might with advantage be introduced; but in the hands of a really able teacher the present text-books might be made to do well enough. The fault at present lies not so much with the science primers as with the science teachers.

Drawing—In accounting for the decreasing popularity of drawing, the headmaster of the District school, Cawnpore, reports that students are not willing to run the risk of losing their promotion, by failing in this one subject at the single test held at

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the end of a year's work. He suggests that, if the work of the whole year were taken into consideration and the drawing-books in daily use inspected, there would be less uneasiness and uncertainty in the minds of the students as to the result of their examination in this subject, and more would then take up drawing."

With regard to the grant-in-aid system, the same Inspector remarks:—

"A point of the greatest importance to the cause of education is the working of the grant-in-aid system. A strict enforcement of its rules is essential; but at the same time it is clear that there is under this system a tendency to stereotype educational methods and to reduce all schools to a single pattern, without allowing them a chance of development according to their own inclinations or to local requirements. In the case of the smaller schools and those not long established, it is well, generally speaking, that they should be made to conform strictly to the rules; but in the case of a few of the larger and longer established schools, it might be advisable to allow them a greater freedom than at present. Their grant might be fixed upon certain guarantees for a period of from three to five years. There are years of success and years of failure in the life of every school, and it is not always expedient to judge of the educational value of a school by the result of a single year's work. The present system of fixing the grant according to the result of the Inspector's visit and the University and Departmental examinations has a depressing effect upon some of the best Aided schools; and it is possible that under this system their work may not invariably be judged correctly. Certain schools which have held a high position for a long time, and about the efficiency and financial stability of which there is no doubt, might be treated on a different system in the fixing of the grant-in-aid. This would reduce the feverish anxiety to appear well at the Inspector's visit, and to pass by every sort of means as many pupils as possible at the public examinations. There might then be less incentive to cram and more real teaching done than at present."

Upon the supply of teachers, the Director himself writes:—

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"In the absence of trained teachers for Anglo-Vernacular schools, the qualifications of applicants have to be judged almost entirely by their academical attainments. The small pay attached to the lower posts has made it impossible to retain the services of any competent man in charge of the junior school classes in many places. In District schools, there are many posts on Rs. 10, 12, or 15 a month, for which sum a teacher with the necessary knowledge of English is, of course, not available. The postponement of the commencement of the study of English until a boy joins the Upper Primary section will make it feasible to appoint vernacular teachers who have passed through the Normal school to these posts in future, not only in the Lower but also in the Upper Primary section, if arrangements are made for another and properly qualified master to take the latter section in English. Some High schools have senior masters who are far from being qualified for their work. The majority of the older men do little or nothing towards self-improvement, and have no idea of method in teaching. One Inspector says—and his remark is borne out by the testimony of others, as well as by my own observation—that every State school is hampered by the presence of one or two teachers quite unfitted for their work. Having originally taken to teaching as the last resort, they have sometimes grown old in service while still receiving low salaries. Disappointed of promotion and without energy, they become a drag upon the school to which they belong. They are usually put in charge of lower classes, where their method of imparting instruction must discourage their pupils, and give them a distaste for learning . . . Aided schools have the advantage, as regards their power of dispensing with the services of unsatisfactory teachers, and on this account are able to obtain better work from them. The opening of a Training College, and the regulation requiring English teacherships in State and Aided schools to be filled up by the appointment of trained men, will do much to set these matters straight; but it will be long before the schools are cleansed of these useless old hands.'"

The total number of Vernacular Middle schools in the North-West has decreased during five years from 333 to 297, but the number of pupils in them has increased from 30,090 to 31,769, the average

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strength having risen from 90 to 107. The decrease in the number of schools is due chiefly to the closing of inefficient Middle sections, so that the schools now rank as Primary; but a few have been raised to the Anglo-Vernacular grade. There are no Unaided schools in this class, and only 8 Aided, nearly all of which are under Missionary management. All the Government schools are Board schools. The increase in pupils is entirely in the Primary stages, which together contain 81 per cent of the total. The number of pupils in the Middle stage is only 6,024, or about 10 in each form. The Director considers that the want of progress shown by this class of schools is partly due to the "exceptional and wide spread distress" that marked the year 1896-97. He makes the following remarks about the establishment of boarding-houses, which seems to be making little way:—

> "A Vernacular Middle school should not be a merely local institution: it provides a higher stage of education to boys who have gone through the Upper Primary stage in a number of Primary schools in the District, and therefore serves a comparatively wide area. It is evident that no such school can be regarded as completely equipped for its work, unless a boarding-house is attached to it for the benefit of boys from a distance. Where a school of this kind exists solely for its immediate neighbourhood, it is likely to be small, inefficient, and disproportionately costly. It would be cheaper and more businesslike to have a smaller number of really good schools with a larger roll and a strong staff, and a boarding-house for boys from other places, than to have a great number of inferior Secondary schools scattered up and down a District within reach of every village, and teaching only one or two boys in each class of the Middle section."

A large number of the assistant teachers and some of the headmasters in Vernacular schools have not passed through a Normal school course of any kind. As regards pay, headmasters appear to be well paid at salaries varying from Rs. 15 to Rs. 40, which are more liberal than the salaries often assigned to assistant teachers of English in Anglo-Vernacular schools, who ought to possess higher qualifications. But the pay of the lowest grades of assistants (Rs. 5 to Rs. 7) is much too low for competent men who have passed through a course of

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two years' training in Normal schools. In the Punjab, the minimum is fixed at Rs. 8.

Secondary Schools in the Punjab

In the Punjab, the Director of Public Instruction is content to let the figures show the remarkable progress in Secondary education, or at least in English education. He gives no general account of the system, and confines himself to the schools for Native boys. His figures, therefore, differ from those shown above in our comparative statistics, which are taken from the General Table; and it should be observed that the Punjab system is peculiar in recognising Vernacular schools of the High grade.

The total number of Secondary schools for Native boys in the Punjab has increased in five years from 249 to 302, or by 21 per cent; while the number of pupils in them has increased from 47,890 to 57,546, or by 20 per cent. In pupils learning English, the rate of increase has been still larger—namely, 27 per cent. The number of Anglo-Vernacular or English High schools has risen from 49 to 68, the growth of Government and Board schools being 4, in Aided schools 5, and in Unaided 10. There are also two Vernacular High schools, of which one (in connexion with the Oriental College at Lahore) is Aided, and the other Unaided. The number of Anglo-Vernacular or English Middle schools has risen from 76 to 110, the growth in Government and Board schools being 6, in Aided schools 4, and in Unaided schools 34. Adding together both classes of Anglo-Vernacular schools, it will be seen that the increase in Unaided is 44, or no less than 163 per cent. The number of Vernacular Middle schools has remained stationary at 122, all of which are Board schools. According to stage, the total number of pupils in the High (English) stage has increased from 1,938 to 2,782, or by 44 per cent; the total in the Middle English stage from 7,306 to 10,372, or by 41 per cent; and the total in the Middle Vernacular stage from 4,101 to 5,428, or by 38 per cent. Altogether, the proportion of pupils in the Secondary stages is now 32 per cent of the total, compared with 28 per cent five years ago. As the Director observes: "There can be no doubt about the steadily increasing desire for an English education; and it requires a rather firm restraining hand to prevent the undue conversion of Vernacular into Anglo-Vernacular schools. Rules have been prescribed laying town the terms, including private subscriptions, on which such conversion is admissible in the

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case of Board schools; and the past quinquennium has shown, in a number of instances, how readily contributions from the public become available in this behalf."

The Director also makes the following general remarks on Secondary schools:—

> "The general character of the instruction imparted in the Secondary schools, in the opinion of inspecting officers, has much improved during the last five years. It is still defective, mostly because the pressure of the Middle School and Entrance examinations tends to a system of cram, rather than to real mental cultivation; but in the best schools the right end of education is kept in view. Since 1891-92, special measures have been adopted for improving the instruction in English, chiefly by the adoption of better Readers, by making English more widely the medium of instruction in the Middle classes of Anglo-Vernacular schools, and by encouraging conversation in English from the Upper Primary department; and the result has been gratifying. In connexion with the Entrance Science and the Clerical and Commercial examinations instituted by the Punjab University, a few schools have adopted the corresponding courses; and, in consequence of the laying down by the Department of a scheme of drawing for the Secondary classes, that subject is also beginning to find a place in the schools. In a few years. . . I hope to find that the ordinary students of the Training College will be able to qualify as teachers of elementary drawing; and this will greatly facilitate the general introduction of the subject into the schools. The accommodation provided for the Secondary schools is, in many cases, neither sufficient nor suitable, but this matter, as well as the supply of proper furniture and appliances, receives generally a reasonable share of attention. Some schools add yearly to their small libraries the books recommended by the Text-Book Committee as suitable for school-boys; but the absence of means to encourage a taste for private reading in the senior boys, including the example of the teachers, remains one of the most pressing defects in our Secondary schools."

Secondary Schools in the Central Provinces

In the Central Provinces, pupils are admitted to a Secondary

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school on passing the Upper Primary examination. As regards English schools, the course commences with the first English class, and ends with the Entrance class; after which the Matriculation or School Final examination qualifies for admission to a college. The course of study for the Middle department of English schools, extending over four years, is prescribed by the Department. The curriculum in the High department, which is for two years, is based upon the Entrance examination of the University. As regards Vernacular Middle schools, the course commences with the fifth vernacular, and ends with the sixth vernacular class. The most important change in the history of Secondary education during the quinquennium has been the establishment by the University of Allahabad of a School Final examination, which may be described as the modern side of the Entrance examination. The curricula of the two examinations are as follows:

Matriculation	*School Final*
1. English	A. English Hindustani Arithmetic and Elementary Mathematics History and Geography
2. History and Geography	
3. Mathematics	
4. Classical language—one of the following: Sanskrit, Arabic, Persian, Latin, Greek, Hebrew.	B. Optional subjects—(1) A further course of Mathematics, (2) Elementary Physics, (3) Elementary Chemistry, (4) Drawing, (5) Mensuration and Survey, (6) Political Economy, (7) Book-keeping, (8) Agriculture.

Most of the High schools in the Central Provinces send up candidates for the School Final at Allahabad, and that examination is growing in popularity. The change will doubtless give an impetus to scientific as compared with purely literary studies. The schools that continue to send up candidates for the Calcutta Matriculation can do nothing in this direction, until the University of Calcutta leads the way. Much has been done during the quinquennium to give a more practical turn to instruction in Secondary schools by the encouragement given to subjects of a semi-technical character, such as drawing and physical science. All schools are provided with gymnasia; and cricket, football, and other games are encouraged in English schools.

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During the last five years the total number of High schools in the Central Provinces has increased from 12 to 16, and the total number of pupils in them has increased from 660 to 748, or by 13 per cent, the average strength having fallen from 55 to 46. The number of Government schools has been reduced from 5 to 4, by the closing of the High school department of the Jubbulpore College in 1894. No High schools are managed by District or Municipal Boards. The number of Aided schools has risen from 7 to 9; for, while the Mission school at Seoni has been closed, three schools for Europeans have been raised from the Middle to the High grade. The number of Unaided schools is now three, two at Nagpur and one at Hoshangabad, all of which have been opened in the period. There are no High schools in Native States. The total number of English Middle schools has increased from 66 to 68, and the total number of pupils in them from 4,339 to 5,988, or by 38 per cent. Government schools show a reduction from 30 to 6, owing to the closing of 3 and the transfer of 21 to local bodies. Board schools have risen from 9 to 30, through the reason just given. Aided schools have fallen from 22 to 19, owing to the raising of 3 Middle departments for Europeans to the High grade. Unaided schools have grown from 1 to 5, four new ones having been opened in the period. Four new schools have also been opened in Native States, raising the number to 8. The total number of Vernacular Middle schools has decreased from 171 to 149; while the number of pupils in them has remained practically stationary, the increase being only from 18,576 to 18,762. During the previous period, it may be remembered, Vernacular schools were for the first time brought on the Middle list in the Central Provinces. The decrease in the present period is the result of reducing those with inefficient Middle departments to the Primary grade. This has affected all classes of schools alike, except those in Native States, which have grown from 8 to 13, with a more than proportionate increase in pupils. Government schools have fallen from 19 to 5, partly by transfer to local bodies; but, in spite of this, Board schools have fallen from 120 to 115. Aided schools have also fallen from 24 to 16, though in both cases pupils have increased. There are no Unaided schools of this class. The Director remarks that the main disadvantage of Vernacular Middle schools is that they lead to nothing, there being no public test to consummate their course or gauge their success. But in order to meet this want, it is proposed to institute a Vernacular Middle School Examination.

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According to stages of instruction, the total number of pupils in the High stage has increased from 660 to 748; but it was as high as 845 in 1894-95, the year before the famine began to be felt. In the Middle English stage, the increase has been from 4,292 to 5,927; and, here, again the number was slightly larger in 1894-95. In the Middle Vernacular stage, the increase has only been from 2,134 to 2,310, though in 1894-95 the number was as high as 2,810. It is noteworthy that Native States have a larger proportion (14.25) of pupils in this stage than British Districts (12.12).

Secondary Schools in Burma

In Burma the total number of High schools has increased from 11 to 13, and the pupils in them from 3,398 to 4,112, the average strength rising from 309 to 316. Government schools and Municipal schools remain unchanged, at 2 and 3 respectively. Aided schools, chiefly under Missionary management, have risen from 6 to 8. There are no Unaided Secondary schools of any kind in the Province. The total number of Middle English schools has increased from 46 to 54, and the pupils in them from 3,259 to 5,062, the average strength rising from 71 to 94. There are no Government schools of this class. Municipal schools have dropped from 14 to 13, but Aided schools have risen from 32 to 41. Middle Vernacular schools, which are really Indigenous schools aided under special regulations, have increased from 22 to 160, while the pupils in them have increased from 1,579 to 9,918. But the Director says nothing about this notable growth. With regard to the extension of English education he remarks:—

> "Where schools appoint good teachers, where the rules are strictly followed, and where head-masters or managers make their supervision a reality instead of a sham, the results are uniformly good. Anglo-Vernacular Aided schools are rapidly increasing. We are, however, slow to register them till they give promise of good work and supervision. Several Mission Anglo-Vernacular schools suffer from the want of reliable head-masters, who can be trusted to carry on the work thoroughly when the missionary in charge is away on tour doing his legitimate work. The desire for English is very widespread; and in some places middle-aged men attend night classes started in connexion with Anglo-Vernacular schools, because they wish to be able to read notices, shipping and others,

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that are written or printed in English, ignorance of which leaves them at the mercy of others."

It should be added that there is also a recognized class of Anglo-Vernacular schools in Burma of the Primary grade.

Secondary Schools in Assam

In Assam the system of Secondary education is practically identical with that in Bengal. Being mainly a preparation for the Matriculation of the Calcutta University, English, mathematics, history, geography, and a Second language are compulsory subjects, while drawing is optional in High schools. Elementary physics, sanitary science, and mensuration and surveying are taught as optional subjects in Middle schools. No teacher in Government or Aided schools is confirmed in his appointment until he has passed the Teachers' Certificate Examination, in which there are two standards, a higher and a lower. And among applicants for masterships, attention is always given to University distinctions.

During the past five years the total number of High schools has increased from 18 to 21, and the total number of pupils in them from 3,452 to 3,931 or by 14 per cent, the average strength having dropped from 192 to 187. The number of Government schools has fallen from 11 to 10, by the transfer of the Barpeta school to the Aided list; while the Aided schools have consequently risen from 4 to 5. Unaided schools have risen from 3 to 6, through the opening of new High schools at Sylhet, Gauhati, Jorhat, and Sibsagar. There are no Board schools of the English stage in the Province. The number of English Middle schools has increased from 49 to 66, and the number of pupils in them from 3,999 to 4,631, or by 16 per cent, the average strength having dropped from 82 to 70. Government schools have risen from 2 to 3, and Aided schools from 32 to 51; while Unaided schools have fallen from 15 to 12. The number of Vernacular Middle schools has increased from 43 to 48, and the number of pupils in them from 2,854 to 2,985, or by less than 5 per cent, the average strength having fallen from 66 to 62. The Director regards with satisfaction this decrease in strength, which is common to all classes of Secondary schools in Assam, as indicating that more attention is being paid to each pupil; but it seems capable of a less favourable interpretation. The number of Vernacular Middle schools managed by Government has remained

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stationary at 14, though the pupils in them have declined. These schools, called Model schools, are maintained in backward tracts, where the people cannot afford to pay for education under the grant-in-aid system. Four Board schools, with an average strength of only 38 pupils, have come into existence during the period. Aided schools have risen from 27 to 29, while Unaided have dropped from 2 to 1. The slight demand for Vernacular Middle education in further shown by the fact that the number of pupils in the Vernacular Middle stage has fallen from 588 to 570, and their proportion to the total from 20.6 to 19.1 per cent.

According to stages of instruction in English, the number of pupils in the High stage has risen from 989 to 1,231, and the proportion to the total from 13.3 to 14.4 per cent; the number in the Middle stage has also risen from 1,575 to 1,760, but the proportion has fallen from 21.2 to 20.6 per cent. Altogether, the proportion of pupils in English schools who are still in the Primary stage remains constant at about 65 per cent, as compared with 57 per cent in Bengal.

Secondary Schools in Coorg

In Coorg the system of Secondary education is modelled upon that of Madras. Secondary schools are of two classes, Upper Secondary (or High), reading for the Matriculation of the Madras University; and Lower Secondary (or Middle) reading for a standard short of the Matriculation, which may be English or Vernacular, or a combination of the two. Both classes contain Primary departments, in which the vernacular is the medium of instruction, though English is also taught from the lowest class. In 1892, an examination was instituted as a test for promotion from the Lower to the Upper Secondary department, and the results of this examination have been adopted by the Government for appointment to posts in the public service of the value of Rs. 15 and upwards.

During the past five years, the number of Secondary schools in Coorg has fallen from 3 to 2, through the closing of an Aided Missionary school of the Lower Secondary grade; but the total number of pupils in them has increased from 500 to 647, or by 29 per cent. Both of these are Government schools, one having been transferred from a municipality in 1894. One is a High school, the Mercara Central School, where the pupils have risen from 282 to 324, and now exceed the accommodation. The other is a Middle school, at Virajendrapet,

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where the pupils have increased from 196 to 323, and provide the total expenditure from their fees.

According to stages of instruction, the number of pupils in the High stage has risen from 45 to 77, the number in the Middle stage from 185 to 291, and the number in the Upper Primary from 85 to 215. Altogether, the proportion in all the Primary stages has fallen from 54 to 43 per cent. It should be added that Middle departments have been opened from time to time, with fair results, in some of the Primary schools in the Province.

Secondary Schools in Berar

In Berar, the system of Secondary education is stated to resemble that in Bombay, though there would seem to be considerable differences. Bombay does not recognise the title "Anglo-Vernacular," but in Berar 25 Anglo-Vernacular or Middle schools are returned, of which 6 have High departments. They are sub-divided into Anglo-Marathi and Anglo-Urdu, according to the vernacular taught. In Bombay, the Secondary schools have practically no pupils in the Primary stage; whereas in Berar the number is 1,275, or nearly one-third of the total. But in both these respects Berar appears to be making a further approximation to the Bombay system. In 1896 revised standards of study were introduced for all schools in the Province, according to which the Secondary course will no longer be a continuation of the Primary course, but will be altogether independent of it. There is also a special examination for admission into High school classes, with a maximum limit of age. The system on which High school classes are opened in Anglo-Vernacular schools is that a local contribution of Rs. 300 must be paid in advance each year by the people. In the Anglo-Urdu school at Ellichpur, this contribution is allowed to be paid by the municipality, in consideration of the backwardness and poverty of the Muhammadans, for whose special benefit the High class has been started. During the last five years the Primary classes in six Anglo-Vernacular schools have been formed into independent Primary schools, thus considerably reducing the apparent number of Secondary pupils.

There are two High schools under the management of Government, at Akola and Amraoti. In the former, the number of pupils has increased from 157 to 171, though in 1895-96 it was as high as 185. In the latter, the number steadily rose from 223 in 1892-93 to

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317 in 1895-96; but in the following year it fell to 214, owing to the opening of an Unaided school, with 137 pupils, in the same town. An Unaided Middle school has also been started at Amraoti, with 60 pupils. The number of Government Anglo-Vernacular or Middle schools remains unchanged at 24, though the number of pupils has dropped from 4,259 to 3,795, owing to the erection of their Primary departments into separate schools. There are no Board or Aided schools of this grade in the Province.

According to stages of instruction, the number of pupils in the High stage has risen from 472 to 683, and the proportion to the total from 10 to 17 per cent; while the number in the Middle stage has risen from 1,896 to 2,033, and the proportion from 41 to 51 per cent.

Examinations in Secondary Schools

There are two sets of examinations by which the work done in Secondary schools is tested, those conducted by the University, and those conducted by the Department. The former are, in the main, for High schools; the latter, which vary in the different Provinces, are for Middle schools.

Results of Matriculation Examinations

The following Table 14 gives the number of schools which sent up candidates, and the number of candidates who passed the Matriculation or Entrance examination, according to Provinces, for the three quinquennial years, 1886-88, 1891-92, and 1896-97. The figures for schools in the Punjab in the first year are defective; and the totals for the last year are the addition of the Provincial figures, differing (for some unexplained reason) from those given in General Table 6 for all India.

Excluding the Punjab, the total number of schools sending up candidates for the Matriculation increased considerably during the earlier period, but remained stationary during the later period. The number in 1896-97 is almost identical with the total number of High schools in that year, namely, 840. According to Provinces, there is a notable decrease in Madras in the later period, which is to be attributed to the more stringent rules for affiliation. Bombay, Bengal, and the North-West Provinces show a large increase in the earlier period. The Punjab, the Central Provinces, Assam, and Burma show an increase in the later period. Turning to the candidates who passed, the rate of

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TABLE 14

Statistics of Matriculation Examinations, 1886-87, 1891-92 and 1896-97

Province	*1886-87*		*1891-92*		*1896-97*	
	Schools	*Passes*	*Schools*	*Passes*	*Schools*	*Passes*
Madras	174	2,157	212	2,374	163	1,603
Bombay	64	516	93	893	95	1,189
Bengal	272	2,409	353	1,695	378	2,865
N.-W. P. and Oudh	66	477	89	715	89	826
Punjab	*14	192	66	619	73	827
Central Provinces	9	132	9	99	16	238
Burma	9	39	8	31	11	80
Assam	15	97	17	89	21	118
Coorg	1	8	2	7	1	3
Berar	2	11	2	23	3	30
Total	626	6,038	851	6,545	850	7,779
Percentage of Increase, compared with preceding year	—	—	+36	+8	0	+19

* Defective.

increase was 8 per cent in the earlier period and 19 per cent in the later. But remarkable variations are shown in the several Provinces, due to intentional or accidental changes in the standard. In Madras, the number rose from 2,157 to 2,374, and then fell to 1,603. The former increase may perhaps be regarded as normal, the latter decrease is certainly due to a deliberate forcing up of the standard, combined with greater stringency in the affiliation rules. In Bombay the rate of increase was somewhat higher in the earlier period than in the later. In Bengal there was a heavy fall from 2,409 to 1,695 in the earlier period, and then a still more marked rise in the later period to 2,865. Both these changes are probably due to arbitrary alterations of standard. In the North-West the large increase in the earlier period, and the small increase in the later period, probably represent the actual facts; and the same may be said of the large increase in the Punjab in both periods. The minor Provinces all show best in the later period, the advance in the Central Provinces being specially notable.

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Table 15 gives the results of the Matriculation Examinations in 1896-97, for the several Provinces, according to management of schools.

Out of a total of 17,711 candidates, 7,779 passed, the average of success being 43.9 per cent, as compared with an average of 39.7 during the last five years, and 37.2 for the whole period of ten years, which shows that the average is tending to rise. But the general average is seriously reduced by the inclusion of so-called private students, of whom only 15.3 per cent passed. In schools under public management (Government and Board) the average of success was 59.6 per cent, falling to 49.6 in Aided schools, and to 44.6 per cent in Unaided. Turning to Provinces, the highest averages are shown by Assam and the Central Provinces, and the lowest by Madras and Coorg. In schools under public management Bengal stands very high. In Bombay, the Punjab, and the Central Provinces, Aided schools do better than those under public management. Unaided schools do best in Bengal, the North-West Provinces, and Assam; while the success of all the private students in the Central Provinces is remarkable. The figures will be considered in further detail later on, in connection with the Provincial Reports.

Results of Middle School Examinations

Table 16 gives the results of Middle School Examinations in 1896-97, according to management of schools, for the several Provinces. The systems vary so greatly that it is not worth while to add comparative statistics for previous years. Here again the addition of the Provincial figures differs from the total given in General Table 6 for all India.

The number of schools that sent up candidates was 3,643, while the total number of Middle schools (English and Vernacular) in the same year was 3,987. The number of candidates was just twice as many as for the Matriculation, and the number of passes was more than twice as many, the average of success being 47.7 compared with 43.9 per cent. But the extent to which this examination is availed of varies excessively in the different Provinces. In Bombay, where there are no Vernacular Middle schools, considerably fewer go up than for the Matriculation; in the North-West Provinces and the Punjab, more than thrice as many. The general average of success is again brought down by the failures of private students, who are non-existent in Bombay;

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TABLE 15

Results of Matriculation Examinations (Boys only), According to Management of Schools, 1896-97

Province	Under Public Management				Aided				Unaided			
	Schools	Total Candidates	Successful Candidates	Percentage	Schools	Total Candidates	Successful Candidates	Percentage	Schools	Total Candidates	Successful Candidates	Percentage
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	24	480	188	37.5	77	2,321	856	36.7	62	1,356	430	31.7
Bombay	38	980	533	54.1	34	517	304	58.8	23	407	194	47.7
Bengal	55	1,049	788	75.1	183	1,379	848	61.5	140	2,323	1,207	51.7
N.-W. P. and Oudh	36	600	353	59.8	45	653	305	46.7	8	90	46	51.1
Punjab	27	522	306	58.6	29	464	300	64.6	17	385	165	42.9
Central Provinces	4	50	22	44.0	7	242	160	66.1	5	49	21	42.8
Burma	5	106	52	50.8	6	69	26	37.7	—	6	2	33.3
Assam	10	96	78	81.2	5	50	26	52.0	6	27	14	51.9
Coorg	1	15	3	20.0	—	—	—	—	—	—	—	—
Berar	2	46	28	60.9	—	—	—	—	1	16	1	6.2
Total	202	3,944	2,351	59.6	386	5,695	2,825	49.6	262	4,659	2,080	44.6

(*Contd.*)

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TABLE 15 (*Continued*)

Province	*Private Students*			*Total*			
	Total Candidates	*Successful Candidates*	*Percentage*	*Schools*	*Total Candidates*	*Successful Candidates*	*Percentage*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Madras	1,055	129	11.3	163	5,212	1,603	30.8
Bombay	1,340	158	11.8	95	3,244	1,189	36.7
Bengal	69	22	31.9	378	4,820	2,865	59.4
N.-W. P. and Oudh	670	122	18.2	89	2,013	826	41.0
Punjab	236	56	23.7	73	1,607	827	51.5
Central Provinces	35	35	100.0	16	376	238	63.3
Burma	1	.0	0	11	182	80	43.5
Assam	6	.0	0	21	179	118	65.9
Coorg	—	—	—	1	15	3	20.0
Berar	1	1	100.0	3	63	30	47.6
Total	3,413	523	15.3	850	17,711	7,779	43.9

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TABLE 16

Results of Middle School Examinations (Boys only), According to Management of Schools, 1896-97

Province	Under Public Management				Aided				Unaided*			
	Schools	Total Candidates	Successful Candidates	Percentage	Schools	Total Candidates	Successful Candidates	Percentage	Schools	Total Candidates	Successful Candidates	Percentage
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	121	1,475	376	25.5	266	3,214	494	15.4	85	1,028	320	31.1
Bombay	116	1,537	964	62.2	38	645	350	54.1	31	366	192	52.4
Bengal	209	779	532	68.2	1,355	5,180	3,194	61.7	278	1,149	638	55.6
N.-W. P. and Oudh	344	3,526	1,767	50.1	93	1,311	431	32.8	21	256	74	28.9
Punjab	202	2,970	2,372	79.9	47	926	675	72.9	50	786	460	58.5
Central Provinces	35	546	260	47.7	18	298	154	51.7	11	65	19	29.2
Burma	18	808	435	53.8	188	2,205	1,347	60.1	—	144	53	36.8
Assam	16	66	54	81.8	67	301	221	73.4	4	18	15	83.3
Coorg	4	63	39	61.9	—	—	—	—	—	—	—	—
Berar	26	354	136	38.4	—	—	—	—	—	—	—	—
Total	1,091	12,124	6,935	57.2	2,072	14,080	6,866	48.8	480	3,812	1,771	46.5

(*Contd.*)

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TABLE 16 (*Continued*)

Province	*Private Students*			*Total*			
	Total Candidates	*Successful Candidates*	*Percentage*	*Schools*	*Total Candidates*	*Successful Candidates*	*Percentage*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Madras	1,935	189	9.1	472	7,652	1,779	23.2
Bombay	—	—	—	185	2,548	1,506	59.1
Bengal	954	250	26.2	1,842	8,062	4,614	57.2
N.-W. P. and Oudh	1,571	204	13.0	458	6,664	2,476	38.7
Punjab	750	274	36.5	299	5,432	3,781	69.6
Central Provinces	169	28	16.6	64	1,078	461	42.7
Burma	102	8	7.8	206	3,259	1,843	56.6
Assam	21	9	42.9	87	406	299	73.6
Coorg	14	8	57.1	4	77	47	61.0
Berar	—	—	—	26	354	136	38.4
Total	5,516	970	17.6	3,643	35,532	16,942	47.7

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and the position of the several classes of schools is much the same as in the Matriculation. Among Provinces, Assam and the Punjab stand at the top; while Madras is a long way at the bottom. Bengal again does well in schools under public management, while in the Central Provinces and Burma Aided schools do better than those under public management. The highest mark, of all is reached by four Unaided schools in Assam; and the lowest mark by private students in Madras and Burma.

Secondary Examinations in Madras

In Madras, there are four examinations for Secondary schools: the Matriculation, conducted by the University; and the Upper and Lower Secondary Examinations, and also a Results Standard Examination, conducted by the Department.

In 1892, the University adopted the "very wholesome principle" of confining admission to the Matriculation, except in a few special cases, to pupils who have studied for at least one year in a High school recognised by the Department, while the Department at the same time introduced rules limiting the number of High schools. In addition, the standard of the examination was raised, by abandoning a prescribed text-book in English, by the separation of physics and chemistry from history and geography, and by the raising of the minimum marks for passing. In consequence, in the following year, the number of candidates fell from 7,907 to 3,369, the number of passes from 2,381 to 520, and the average of success from 30 to 15 per cent. Subsequent years show a steady increase in number of candidates, though the average of success continues much below that of any other University in India. The Director complains that head-masters are in the habit of keeping back nearly one-third of their pupils in the sixth form from this examination. In 1896-97, Aided schools sent up considerably more than half the total number of candidates, and passes 36 per cent of them, as against a general average of 31 per cent. According to subjects, the proportion of failures ranged from 47 per cent in English (only 21 per cent in the previous year) to 12 per cent in the Second language (always the easiest subject). Of the successful candidates, 1,069 were Brahmans, 340 non-Brahman Hindus, 143 Native Christians, 31 Muhammadans, and 16 Europeans.

The Upper Secondary Examination, first instituted in 1890, has

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proved far from a success. Only 37 candidates have passed in the compulsory subjects during the last seven years; and of this small number only 22, by passing in two optional subjects under the Intermediate Technical Examination scheme, have rendered themselves eligible for superior appointments in the public service. In 1896, the scheme of this examination was revised. The standard was assimilated to the Matriculation in the subjects common to the two, a three years' course of study being prescribed for both; and the minimum of marks for translation in English was reduced from 50 to 40 per cent. At the examination that followed, the number of candidates rose from 52 to 111, the passes from 7 to 21, and the average of success from 13 to 19 per cent. A further improvement is confidently expected.

It has likewise been found necessary to revise the Lower Secondary Examination, the original scheme having failed to secure any approach to uniformity of standard, or to command that estimation in which the old Middle School Examination had been generally held. Since 1893, the examination has been conducted once a year, in December, by a central board of examiners: it is growing in popularity, and has become financially a success. Candidates must first pass in all the compulsory subjects, and are then allowed to take up the optional subjects afterwards; but in order to obtain a complete certificate, they must pass in atleast two optional subjects. During the last five years, the number of candidates has steadily increased from 2,941 to 8,430, the number of complete certificates from 1,160 to 1,600, and the number of passes in one or more single subjects from 1,400 to 2,587. The majority of candidates bring up English as their First language, and geometry and algebra as one of their optional subjects. Last year, 360 brought up elementary science, of whom 203 were successful. The large increase in the number of candidates for this examination is the more noteworthy, as managers are under no compulsion, direct or indirect, to send up pupils; and the certificate carries no higher value (except in the case of teachers) for admission to the public service than the certificate granted on the results of the Primary Examination.

The Results Standard Examination is confined to schools that are aided on the "results" as opposed to the "salary grant" system. For standard VII, the results of the Lower Secondary Examination are for the most part accepted. For standards VI and V, special examinations are held by the Inspecting officers. In 1896-97, 1,320 candidates from 94 schools were presented for standard VI, of whom 786 passed; and

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1,921 candidates from 119 schools for standard V, of whom 1,170 passed. In standard V, the highest percentage of success was gained by Board schools, and in standards VI and VII by non-Mission "results" schools, the latter class of schools showing very marked improvement.

Secondary Examinations in Bombay

In Bombay, two examinations for Secondary schools are conducted by the University, the Matriculation and the School Final; and three are conducted by the Department, the Middle School Examination, and the Public Service Certificate Examination in two grades.

In the Matriculation, the number of competing schools has increased in four years from 104 to 119, the number of candidates from 2,919 to 3,323, the number of passes from 1,054 to 1,232, and the average of success from 36.1 to 37.1 per cent. In one year, 1893-94, the average of success dropped to 21.6; but the Director states that his experience of High schools leads him to believe that there is not now any marked dissatisfaction with the way in which this examination is conducted. "Fault may be found from time to time with a particular paper, but on the whole a fairly level standard of examination is maintained." The proportion of successful candidates from the several classes of schools does not show much change. In 1896-97, the average of success was 54.1 per cent for schools under public management, 58.8 for Aided, and 47.7 for Unaided schools. Including Native States, the seven following schools each passed not less than 30 candidates: the New English School at Poona (61), the Elphinstone High School at Bombay (54), the New High School at Bombay (53), the Baroda High School (46), the Rajaram High School at Kolhapur (35), the Fort High School at Bombay (31), and the Kathiawar High School at Rajkot (30). Only one of these is a Government institution, and three are in Native States. Private students numbered 1,355, of whom only 163 were successful.

The University School Final Examination shows more uneven results, and a lower average of success. This is partly due to the fact that the examination is not yet popular, being held at Bombay city only, and not at several centres like the Matriculation, while the fee for admission is higher than at the Matriculation. "There seems some prospect that these conditions will be changed, and this will largely

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increases the popularity of the examination, which, both as a School Final Examination and as a test for entrance into the public service, should be made as accessible as possible." At present, the students who do appear are generally poor and candidates for Government service, or backward youths who see no chance of success in a University career. During the last four years the number of competing schools has risen from 54 to 59; the number of candidates has ranged from a maximum of 1,578 to a minimum of 1,416, the number of passes from 435 to 255, and the average of success from 27.6 to 16.1 per cent. In 1896-97, which was a bad year, the only two schools that passed more than 10 candidates were the New English School at Poona (18), and the Baroda High School (14). Private students numbered 799, of whom only 86 were successful.

The Middle School Examination tests pupils in Anglo-Vernacular standard III, which is the final stage of the Middle school course. In the last four years, the number of competing schools increased from 172 to 185, and the number of successful candidates from 1,079 to 1,506. The Public Service Certificate Examinations are for the lower grades of the public service. They both show slightly higher numbers (the second grade having increased from 239 to 377, and the third grade from 1,398 to 1,621), although, with the expansion of the University School Final, there is a tendency to employ men who have passed that examination rather than those who hold only the second-grade certificate.

Secondary Examinations in Bengal

In Bengal, there are only two examinations for Secondary schools; the Matriculation of the Calcutta University; and the Middle School Examination of the Department, divided into English and Vernacular. The Calcutta University has not yet adopted any scientific and technical course as an alternative to the Matriculation, though the Department gives special encouragement to drawing, by giving credit in marks for this subject than awarding junior scholarships on the results of the Matriculation.

The Matriculation of the Calcutta University is notorious for violent fluctuations of standard, for which no satisfactory reasons can be assigned. In three successive years, the average of success varied from 39.0 to 65.1, and then to 42.1 per cent. When the Government suggested in 1893 that the University should make efforts to secure

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uniformity of standard by continuity in the examining body, the authorities replied that they were very sensible of the importance of attaining and preserving uniformity in the standard of examination but "they think that the present system secures this as far as is practically possible, while at the same time it enables the Syndicate to exercise a control in the matter which it is desirable they should retain." However, in 1898, the Senate adopted a scheme for appointing a Moderator to revise (under certain conditions) the papers set by the examiners. During the last five years, the number of schools sending up candidates for the Matriculation has risen from 353 to 389. The latter number differs from the total of High schools, by the addition of the English departments of *madrasas*, and girls' schools. In 1896-97, the total number of candidates was 5,918, of whom 4,861 came from schools in Bengal. Both of these are the highest figures recorded. The number of successful candidates was 3,467, of whom 2,899 came from schools in Bengal, the average of success being 58.5 and 59.6 per cent respectively. These figures were exceeded in 1892-93, when the average of success for Bengal schools alone was as high as 67.2 per cent. In 1896-97, schools under public management passed 788 candidates (196 in the first class), with an average of success of 74.7 per cent; Aided schools passed 826 (152 in the first class), with an average of 61.2; Unaided schools passed 1,178 (219 in the first class), with an average of 42.5. In number of passes, Aided and Unaided schools are steadily overtaking those under public management, though the latter hold their own in the average of success. According to a complicated scheme of merit marks, the Hindu School occupied the first place among Collegiate schools, the Chapra High School among *zilla* schools of the first class, the Mymensingh High School among *zilla* schools of the second, and the Malda High School among *zilla* schools of the third class.

The two courses of the Middle School Examination—which is essentially an examination for the award of scholarships—are so arranged that a candidate who fails in English may yet obtain a Vernacular certificate, and may afterwards within two years compete for an English certificate. After an English certificate, a pupil usually takes three years to pass the Matriculation; after a Vernacular certificate, four to six years, according to his knowledge of English on entering a High school. Cases are known in which Middle Vernacular scholars with no knowledge of English have passed the Matriculation

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with credit in four years. Previous to 1894, these examinations were conducted by Inspectors, each with a separate set of questions for his own Circle. But as a common course for all Middle schools in the Bengali-speaking Districts had already been prescribed, it was thought desirable, for securing uniformity of standard, that the examination also should be a common one, though the answers are still examined locally. The Middle Examination certificate is not a passport to any lower grade of the public service; but it qualifies for admission to Survey schools, Training schools for vernacular masters, Vernacular Medical Schools (when combined with some knowledge of English), and the examination for *mukhtear* conducted by the High Court. During the last five years, the number of Middle English schools competing has increased from 640 to 832, and the number of successful candidates from 1,498 to 2,296, of whom 1,808 were Hindus and 234 Muhammadans. The average of success in 1896-97 was 61 per cent. The number of Middle Vernacular schools competing has increased from 955 to 1,005, and the number of successful candidates from 1,782 to 2,302, of whom 1,936 were Hindus and 351 Muhammadans. The average of success in 1896-97 was 54 per cent. More than two-thirds of the total number of candidates come from Aided schools.

Secondary Examinations in the N.-W. Provinces and Oudh

In the North-West, the University of Allahabad now conducts two examinations for Secondary schools, the Matriculation and the School Final; while the English Middle Examination and the Vernacular Middle Examination are conducted by the Department. The University also conducts a Special Vernacular Examination, which the Director's Reports deals with under Secondary schools, though apparently the majority of candidates are sent up from colleges.

The number of candidates for the Matriculation was doubtless affected by the introduction of the School Final in 1894-95. Excluding private students, the number of candidates from schools in the North-West has fallen in the last five years from 1,405 to 988, and the number of passes from 627 to 522, while the average of success has risen from 45 to 53 per cent. A comparison of the passes in different subjects throughout the period demonstrates the general superiority of State schools, in which the average of success never falls below that in Aided schools, though in history and geography there has been equality for

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the last three years. Unaided schools have on three occasions obtained slightly better results in mathematics than State schools, and it is remarkable that in 1893-94 they showed the best results in every subject; but the total number of candidates from this class of schools is comparatively small. The following schools passed the largest number of candidates in 1896-97:—Agra Collegiate School (24), Meerut Collegiate School (22), Benares Queen's Collegiate School (21), Allahabad High School (20), and the Benares Bengali Tola School (19). All of these, except the last, are Government institutions.

The School Final appears to be growing in popularity, since its institution in 1894-95. Its course includes science, drawing, commercial subjects, and an oral test in English. It is alternative to the Matriculation, ranking with it as an Entrance examination to the University. In 1896-97, compared with the previous year, the number of candidates rose from 208 to 224, the passes from 101 to 131, and the average of success from 49 to 58 per cent.

The Special Vernacular Examination, held by the University, also seems to be popular. It was held for the first time in 1896, when 77 candidates presented themselves, of whom 65 passed. In the following year the number of candidates rose to 116, and the number of passes to 95.

The English Middle Examination has been modified since 1891-92, to suit the bifurcation of studies in Secondary schools which attended the institution of the School Final. The introduction of drawing has been attended by considerable success, but the results in elementary science are far from satisfactory. Another change has been made more recently in English, by abandoning the separate paper in grammar, and demanding a fairly high standard of translation from a vernacular. In 1896-97, the total number of candidates was 3,455, of whom 361 came from Native States (chiefly Rajputana), and 3 were girls. Excluding private students, the number of candidates from schools in the North-West has risen in five years from 2,380 to 2,483, while the number of passes has fallen from 943 to 860, the average of success having also fallen from 40 to 35 per cent. Among private students alone, the average of success was as low as 5 per cent. The District School at Fatehpur is conspicuous for passing 14 candidates out of 18, including 3 in the first division. Other schools that did well were the District School at Bahraich, the Husainabad High School at Lucknow, and the Church Missionary High School at Lucknow. The Principal of the

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Muhammadan Anglo-Oriental College at Aligarh announces his intention in future to send up his pupils in the Collegiate school for the Punjab Middle, in order to escape certain inconveniences felt in connection with the Middle English Examination in the North-West.

At the Vernacular Middle Examination, more than three-fourths of the candidates take up Urdu, and the remainder Hindi. The other subjects include geography, history, and physics. In 1896-97, the total number of candidates was 3,416, of whom 1,521 passed, or 44 per cent. Excluding those from Native States and also private students, the number from schools in the North-West has risen in five years from 2,015 to 2,296, and the number of passes from 1,199 to 1,309, while the average of success has fallen from 60 to 57 per cent. The proportion from Aided and Unaided schools is quite insignificant. Failures seem to have been most numerous in mathematics. The reports submitted by the examiners "indicate a general use of keys, abstracts, and cram-books, which are often learnt by heart to the neglect of the text-books; and even when the latter are used, they, too, are frequently learnt off by heart instead of being intelligently studied. This amounts to a serious indictment of Vernacular education as pursued in these Provinces, and it will take long to eradicate the fault."

Secondary Examinations in the Punjab

In the Punjab, the University conducts a Matriculation or Entrance examination in Arts, divided into English and Vernacular. The University has further instituted an Entrance examination in Science, parallel to the Entrance examination in Arts, and leading up to a Science degree; and a Final School examination, called the Clerical and Commercial Examination, not leading to a degree, but intended to mark special fitness for business, office, etc. Neither of these two latter examinations had come into operation during the period under review. The Department conducts the Middle School Examination, which is divided into Anglo-Vernacular and Vernacular.

In 1896-97, the total number of candidates for the Matriculation was 1,674, of whom 823 passed, or 49 per cent. Excluding private students and extra-provincial candidates, the number of candidates from schools in the Punjab has risen in five years from 931 to 1,323, and the number of passes from 544 to 740, while the average of success has fallen from 58.4 to 55.9 per cent. In Aided schools alone, the average of success in 1896-97 was as high as 63.3 per cent, compared

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with 59.2 in Government and Board schools, and 42.8 in Unaided. The most successful institutions were the Dayanand Anglo-Vedic School at Lahore (53 passes), the Central Model School at Lahore (41), the Rawalpindi Mission School (37), and the Dera Ismail Khan Mission School (27). On the Vernacular side alone, the number of candidates has fallen from 9 to 2, and the passes from 4 to 2.

In 1896-97, the total number of candidates for the Middle School Examination was 5,182, of whom 3,530 passed, or 68.1 per cent. In addition, 253 passed in English only. Excluding private students and extra-provincial candidates, the number from schools in the Punjab, on the Anglo-Vernacular side, has risen in five years from 2,275 to 2,924, the passes from 1,386 to 2,036, and the average of success from 60.9 to 69.6 per cent. The most successful schools were the Rawalpindi Mission School (with 56 passes), the Municipal Board School at Mooltan (54), the Dayanand Anglo-Vedic School at Lahore (52), the Municipal Board School at Amritsar (49), the Gujranwala Mission School and the Municipal Board School at Hoshiarpur (47 each), and the Municipal Board School at Jhang (44). On the Vernacular side, the number of candidates from schools in the Punjab has risen from 1,303 to 1,413, and the number of passes from 1,085 to 1,172, the average of success remaining unchanged at about 83 per cent. The most successful schools were those at Banga and Hariana.

Secondary Examinations in the Other Provinces

The High schools in the Central Provinces prepare their pupils for the Matriculation and the School Final of the Allahabad University; and also in a few cases for the Calcutta Matriculation. The Middle School Examination, conducted by the Department, has a double object: to regulate admission into a High school, and as a test for all appointments in the public service the value of which lies between Rs. 15 ,and Rs. 30. There is at present no Vernacular Middle Examination, but it is proposed to institute one.

So far as regards the Matriculation, during the last five years the number of competing schools has increased from 9 to 17, the number of candidates from 284 to 377, the number of passes from 99 to 239, and the average of success from 34.8 to 63.6 per cent. These figures are the best for any Province in India, even when the diversion caused by the School Final is left out of consideration. In 1896-97, the average of

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success in both Aided and Unaided schools was 66.6 per cent, compared with 44.0 per cent in schools under public management. And it may be added that the successful candidates include one boy from a Native State and one girl from the Convent School at Kampti. In the same year, six schools sent up 18 candidates for the School Final, of whom 12 passed, or 66.6 per cent. The figures for the Middle School Examination are less satisfactory. During the last five years, the number of competing schools has risen from 57 to 64, the increase being entirely due to Unaided schools and those in Native States; the number of candidates has risen from 914 to 1,078, but the number of passes has fallen from 481 to 461, and the average of success from 52.6 to 42.8 per cent. In the previous year, 1895-96, the average had been much higher.

In Burma, the High schools continue to prepare their pupils for the Matriculation at Calcutta University, which is equivalent to standard IX. Now, all the examinations are conducted by the Department; the VII standard examination has been made somewhat harder: a new examination has been instituted, called the Middle English Scholarship Examination, for which no candidate may enter who has not already passed in algebra, Euclid, and geography, as well as in the compulsory subjects of standard VII; and a pass in these subjects is likewise demanded before promotion to standard VIII, or the preparatory Entrance class. The Department also conducts examinations of Vernacular Middle schools, up to standard VII.

During the past four years, the number of passes from Burma at the Calcutta Matriculation has risen from 68 to 87, the increase being chiefly in candidates from Aided schools. The Rangoon Collegiate School shows a falling off. The institutions that have made most progress are the Government High School at Moulmein, the Municipal High School at Prome, and the Baptist College at Rangoon. The number of passes in the Middle Examination (standard VII) have fallen from 319 to 266, due to a deliberate raising of the severity of the examination. In the Vernacular Middle Examination, the number of passes has risen from 169 to 385 under standard V, and from 70 to 144 under standard VI, while it has fallen from 52 to 41 under standard VII.

In Assam, the High schools prepare their pupils for the Matriculation at Calcutta; the Middle School Examination is conducted by the Department. During the last five years, the number of schools competing at the Matriculation 118. In 1896-97 the general average of

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success was 65.9 per cent, being higher than for any other Province; and it would have been still higher had it not been for 6 unsuccessful private students. According to management, the average was 81 per cent in Government schools, and 52 per cent in both Aided and Unaided. These figures for Government and Unaided schools are again the highest to be found in any Province. For the Middle School Examination the number of competing schools has risen in five years from 72 to 87, and the number of successful candidates from 214 to 299. Here the Unaided schools have decreased, but there is a large increase in Aided, who passed three-fourths of the total.

In Coorg the one High school prepares its pupils for the Matriculation at Madras, and passed 3 candidates in 1896-97. Five years ago there were two High schools, which passed 7 candidates. There is now no Middle School Examination in Coorg; but a Lower Secondary Examination was instituted in 1892, to regulate promotion into Upper Secondary schools, and to provide a test for appointments in the public service. In 1896-97 two schools competed for this examination on the English side, and 45 candidates were successful; and 2 Primary schools in which Lower Secondary departments had been tentatively opened competed on the Vernacular side, but without success, though 2 private students passed.

In Berar the High schools prepare their pupils for the Matriculation at Bombay; while the Department conducts several sets of examinations in both classes of Secondary schools. In 1896-97 the Amraoti High school had 45 boys in the Matriculation class, of whom 31 were sent up for the Bombay examination, and 20 passed, or 64 per cent. The Akola High school had 27 boys in the Matriculation class, of whom 15 were set up, and 8 passed, or 53 per cent. These figures compare well with the general average of 37 per cent for all candidates at the Bombay Matriculation. It is stated that 7 of the passed students have joined Arts Colleges in Bombay, of whom only one is a native of Berar. In addition, the Unaided High school at Amraoti sent up 16 candidates for the Bombay Matriculation, of whom only one passed; and one pupil from this school passed the Calcutta Matriculation as a private student. In the Middle Course Examination conducted by the Department for Anglo-Vernacular schools, the number of candidates has increased in four years from 1,335 to 1,597; but the number of passes has decreased from 735 to 723, and the average of success has fallen from 55 to 45 per cent. The Department also conducts an

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examination for admission to the High schools; and there are annual examinations for each standard High schools, the results of which do not show much progress.

Expenditure on English Secondary Schools

Table 17 gives the expenditure on English Secondary Schools in the several Provinces, according to sources, for the two years 1891-92 and 1896-97, together with percentages of increase or decrease.

The total expenditure has increased by Rs. 11,45,832, or at the rate of 15 per cent, as compared with an increase of 21 per cent during the preceding period. As the number of pupils increased by 11 per cent in the earlier period, and by 13 per cent in the later, it is evident that the cost of each pupil, though still tending to increase, is increasing at a lower rate; and it will be shown presently that the increased cost is almost entirely defrayed from Private Funds. The expenditure from Provincial Revenues on schools under public management has increased by Rs. 57,081, or at the rate of 10 per cent, as compared with an increase of 6 per cent in the preceding period. These changes are in both cases smaller than the corresponding changes that took place in the number of pupils in schools under public management. The expenditure from Provincial Revenues on Aided schools has increased by Rs. 90,220, or at the rate of 17 per cent, compared with a decrease of 14 per cent in the preceding period. Consequently, the total expenditure from Provincial Revenues has increased by Rs. 1,47,301, or at the rate of 12 per cent, compared with a decrease of 5 per cent; while the proportion of the total devoted to Aided schools has risen from 50 to 51 per cent. The expenditure from Local and Municipal Funds has decreased by Rs. 53,045, or at the rate of 6 per cent, compared with an increase of 16 per cent. The expenditure from fees (which is not necessarily equal to the total receipts from fees) has increased by Rs. 7,39,218, or at the rate of 20 per cent, compared with an increase of 39 per cent. Going back for ten years, the proportion of the total expenditure derived from fees has risen from 43 to 51 per cent. The expenditure from "other sources" (which include grants from Native States in Bombay, as well as Missionary contributions) has increased by Rs. 3,12,358, or at the rate of 18 per cent, compared with an increase of 14 per cent. Going back for ten years, the proportion of the total expenditure derived from "other sources" has fallen from 24 to 23 per cent.

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TABLE 17

Expenditure on English Secondary Schools for Boys, 1891-92 and 1896-97

Province	1891-92						
	Provincial Revenues			Local and Municipal Funds	Fees	Other Sources	Total
	Under Public Management	Aided	Total				
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	92,233	1,11,095	2,03,228	95,843	6,72,176	3,44,364	13,15,711
Bombay	1,47,184	1,36,650	2,83,834	49,660	6,56,608	3,71,978	13,62,080
Bengal	1,63,396	1,63,229	3,26,625	1,58,649	15,14,258	5,96,936	25,96,468
N.-W. P. and Oudh	5,474	69,356	74,830	2,55,825	3,16,801	1,58,487	8,05,943
Punjab	13,233	78,222	91,455	1,97,490	2,68,486	1,15,494	6,72,925
Central Provinces	34,633	15,930	50,563	30,614	31,888	24,667	1,37,782
Burma	37,029	15,368	52,397	90,296	1,30,476	78,307	3,51,476
Assam	28,024	—	28,024	18,800	66,095	18,592	1,31,511
Coorg	5,967	1,200	7,167	121	5,814	433	13,535
Berar	60,195	—	60,195	270	18,447	1,069	78,981
Total	5,87,368	5,91,050	11,78,418	8,97,568	36,81,049	17,10,327	74,67,362
Percentage of Increase or Decrease 1896-97 compared with 1891-92	—	—	—	—	—	—	—
1891-92 compared with 1886-87	+6	−14	−5	+16	+39	+14	+21

(Contd.)

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TABLE 17 (*Continued*)

Province	*1896-97*							*Percentage of Increase or Decrease*	
	Provincial Revenues			*Local and Municipal Funds*	*Fees*	*Other Sources*	*Total*		
	Under Public Management	*Aided*	*Total*					*1896-97 compared with 1891-92*	*1891-92 compared with 1886-87*
1	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*		
Madras	1,00,059	1,11,288	2,11,347	57,129	8,12,377	3,72,144	14,52,977	+10	+6
Bombay	1,67,439	1,72,883	3,40,322	42,199	7,45,151	4,39,629	15,67,301	+15	+35
Bengal	1,96,855	1,73,163	3,70,018	1,40,854	17,77,723	7,19,477	30,08,072	+16	+20
N.-W. P. and Oudh	20,700	87,808	1,08,798	2,45,355	3,46,270	1,77,602	8,78,025	+9	+20
Punjab	14,547	87,256	1,01,803	1,99,745	3,98,316	1,37,205	8,37,069	+24	+37
Central Provinces	35,389	18,696	54,085	70,631	51,592	41,493	1,93,801	+41	+18
Burma	22,799	25,891	48,690	92,105	1,76,812	1,03,901	4,21,508	+20	+32
Assam	25,750	6,265	32,015	20,184	84,727	26,571	1,63,497	+24	+11
Coorg	8,117	—	8,117	—	6,466	1,157	15,740	+16	–9
Berar	50,524	—	50,524	341	20,833	3,506	75,204	–5	+2
Total	6,44,449	6,81,270	13,25,719	8,44,523	44,20,267	20,22,685	86,13,194	+15	+21
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	+10	+17	+12	–6	+20	+18	+15	—	--
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—

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Turning to Provinces. The total expenditure in Madras has increased by Rs. 1,37,266, or at the rate of 14 per cent, while the number of pupils increased at the rate of 23 per cent. Here the notable features are: the larger proportion of Provincial Revenues devoted to schools under public management, and the decrease in Local and Municipal Funds. In Bombay the total expenditure has increased by Rs. 2,05,221, or at the rate of 15 per cent, though (owing to the plague in the last year) the number of pupils apparently decreased by 18 per cent. The amount derived from Local and Municipal Funds also shows a decrease, while there is an increase in the proportion of Provincial Revenues devoted to Aided schools. The expenditure on Secondary schools in Bombay will always look high, because the schools have no Primary departments. In Bengal the total expenditure has increased by Rs. 4,11,604, or at the rate of 16 per cent, while pupils increased at the rate of 12 per cent. Here, again, the amount derived from Local and Municipal Funds shows a decrease, and there is also a decrease in the proportion of Provincial Revenues devoted to Aided schools; but the increase from fees is very large, amounting to more than 2½ lakhs of rupees. In the North-West, the total expenditure has increased by Rs. 72,078, or at the rate of 9 per cent, while pupils increased at the rate of 11 per cent. Here, again, the amount derived from Local and Municipal Funds shows a decrease, but the increase is fairly divided under every other head. In the Punjab the total expenditure has increased by Rs. 1,64,144, or at the rate of 24 per cent, while pupils increased at the rate of 30 per cent. Practically the whole of the increase was derived from fees and "other sources." The total expenditure in the Central Provinces has increased by Rs. 56,019, or at the rate of 40 per cent, while pupils increased at the rate of 35 per cent. The amount derived from Local and Municipal Funds has more than doubled, and the proportion from Provincial Revenues devoted to Aided schools has slightly increased. In Burma the total expenditure has increased by Rs. 70,032, or at the rate of 20 per cent, while pupils likewise increased at the rate of 20 per cent. The proportion from Provincial Revenues devoted to schools under public management has been considerably reduced, and more than the whole of the increase has been derived from Private Funds. In Assam the total expenditure has increased by Rs. 30,986, or at the rate of 24 per cent, while pupils increased by 15 per cent. The increase extends to all the headings, but is largest under fees and "other sources." In Coorg the expenditure has

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increased by Rs. 2,205, or 16 per cent, while pupils increased by 29 per cent. In Berar the expenditure has decreased by Rs. 3,777, or 5 per cent, while pupils decreased by 14 per cent. The decrease is entirely confined to Provincial Revenues; all other headings show an increase.

The Reports of the Directors do not add much to the statistical tables. In Madras special returns have been obtained to show the expenditure on Upper Secondary or High schools, according to departments, in 1896-97. Out of a total expenditure of Rs. 9,49,224, the amount connected with the Upper Secondary departments is Rs. 5,36,488, or 57 per cent, with the Lower Secondary departments Rs. 2,98,403, or 31 per cent, and with the Primary departments Rs. 1,14,333, or 12 per cent. The average cost of each pupil in Upper Secondary departments is Rs. 44—10—7, towards which Public Funds contribute Rs. 7—4—4, or 17 per cent.

The total expenditure or Upper Secondary schools has increased during the five years by Rs. 1,91,573; but the whole of this increase has been more than met from fees and "other sources." The amount derived from Local Funds shows an actual decrease from Rs. 7,517 to Rs. 359; while that contributed by Municipalities has likewise decreased from Rs. 28,948 to Rs. 18,145. Owing to the fact that pupils have increased much more rapidly than expenditure, the average cost per pupil has fallen from Rs. 33 to Rs. 28.

In Bengal, the Director explains the system on which grants in aid are administered. They are ordinarily sanctioned only for a period of three years, after which they come up for revision. Advantage is taken of the revision to examine thoroughly into the work of the school; and on the result the grant may be renewed, reduced, or cancelled. By this means, not only is an effective control maintained over every Aided institution, but funds are from time to time set free to help new schools. Thus, though the number of Aided schools has increased during the five years by 19 per cent, the amount contributed from Provincial Revenues has increased by only 6 per cent. The Director also explains the decrease under Local and Municipal Funds. The Municipal expenditure on English Secondary schools decreased by Rs. 16,348, because all municipalities have recently been required to make a larger provision for Primary schools. The decrease from Local Funds, which amounts to Rs. 1,447, is attributed to two causes. District Boards have been required to spend more liberally on sanitation and medical relief, which in some cases their total income has diminished since the charge

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of education was transferred to them, and they have naturally economised by reducing their contributions to Secondary rather than to Primary schools. But these decreases have been more than made up by voluntary subscriptions.

In the North-West, the Resolution of Government on the Report of the Director explains that the grant-in-aid rules for Anglo-Vernacular schools were revised in 1892, the guiding principles of the revision being, that the amount of the grant should in no case exceed half the tuitional expenditure, and that those who were interested in the establishment of an English school should raise substantial contributions from private sources as a supplement to the fee income. It was intended that the new rules should be more liberal to Aided institutions than the former rules; but it is doubtful whether they have been successful, and they are now again under revision. During the past five years, the total expenditure on Aided Anglo-Vernacular schools has increased by Rs. 27,876; but more than the whole of this increase was derived from fees, the amount from Public Funds having decreased by Rs. 9,332, and from "other sources" by Rs. 3,547.

Expenditure on Vernacular Secondary Schools

Table 18 gives the expenditure on Vernacular Secondary schools in the several Provinces, according to sources, for the two years 1891-92 and 1896-97, together with percentages of increase or decrease.

The total expenditure has increased by Rs. 1,40,503, or at the rate of 16 per cent, as compared with an increase of 11 per cent in the preceding period. The number of pupils increased by 3 per cent in the earlier period, and by 16 per cent in the later period, so that it is evident that the former increase in the average cost of each pupil has now been arrested. The expenditure from Provincial Revenues on schools under public management has remained almost unchanged, as compared with a decrease of 29 per cent in the preceding period. In both periods, the number of Government schools largely decreased, while the number of Board schools also decreased in the later period. The expenditure from Provincial Revenues on Aided schools has increased by Rs. 14,107, or at the rate of 27 per cent, compared with a decrease of 57 per cent; but the amount is still only half what it was ten years ago. Consequently, the total expenditure from Provincial Revenues has increased by Rs. 14,743, or at the rate of 16 per cent, compared with a decrease of

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TABLE 18

Expenditure on Vernacular Secondary Schools for Boys, 1891-92 and 1896-97

Province	*1891-92*						
	Provincial Revenues			*Local and Municipal Funds*	*Fees*	*Other Sources*	*Total*
	Under Public Management	*Aided*	*Total*				
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	8,680	2,484	11,164	6,341	4,967	2,038	24,510
Bombay	—	—	—	—	—	—	—
Bengal	9,241	46,395	55,636	1,16,707	1,76,538	1,09,964	4,58,845
N.-W. P. and Oudh	—	—	—	1,46,600	37,787	3,908	1,88,295
Punjab	—	—	—	86,944	30,792	732	1,18,468
Central Provinces	13,172	2,072	15,244	49,393	7,923	5,924	78,484
Burma	—	496	496	4,318	—	—	4,814
Assam	8,463	—	8,463	6,314	8,858	4,483	28,118
Coorg	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—
Total	39,556	51,447	91,003	4,16,617	2,66,865	1,27,049	9,01,534
Percentage of Increase or Decrease 1896-97 compared with 1891-92	—	—	—	—	—	—	—
1891-92 compared with 1886-87	–29	–57	–48	+47	+28	–10	+11

(*Contd.*)

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TABLE 18 (*Continued*)

Province	1896-97							Percentage of Increase or Decrease	
	Provincial Revenues			Local and Municipal Funds	Fees	Other Sources	Total	1898-97 compared with 1891-92	1891-92 compared with 1886-87
	Under Public Management	Aided	Total						
1	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Madras	7,967	5,765	13,732	26,949	24,814	27,141	92,636	+278	+78
Bombay	—	—	—	—	—	—	—	—	—
Bengal	13,020	44,847	57,867	1,05,805	1,94,582	1,04,163	4,62,417	+1	+3
N.-W. P. and Oudh	—	—	—	1,51,145	46,948	5,210	2,03,303	+8	–5
Punjab	—	—	—	89,237	38,388	829	1,28,454	+8	+8
Central Provinces	10,236	1,246	11,482	45,733	7,791	10,744	75,750	–3	0
Burma	—	13,456	13,456	35,346	—	—	48,802	+914	+66
Assam	8,969	240	9,209	8,019	8,280	5,167	30,675	+9	+2
Coorg	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—
Total	40,192	65,554	1,05,746	4,62,234	3,20,803	1,53,254	10,42,037	+16	+11
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	+1	+27	+16	+11	+20	+21	+16	—	—
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—

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48 per cent; while the proportion of the total devoted to Aided schools has risen from 57 to 62 per cent. The expenditure from Local and Municipal Funds has increased by Rs. 45,617, or at the rate of 11 per cent, compared with an increase of 47 per cent. The expenditure from fees has increased by Rs. 53,938, or at the rate of 20 per cent, compared with an increase of 28 per cent. Going back for ten years, the proportion of the total expenditure derived from fees has risen from 28 to 38 per cent. The expenditure from "other sources" has increased by Rs. 26,205, or at the rate of 21 per cent, compared with a decrease of 10 per cent. Going back for ten years, the proportion of the total expenditure derived from "other sources" has fallen from 17 to 15 per cent.

Turning to Provinces, the total expenditure in Madras has increased by Rs. 68,126, or at the rate of 278 per cent, while the number of pupils increased at the rate of 134 per cent. A very small portion of the increase was derived from Provincial Revenues, the amount devoted to schools under public management showing an actual decrease; and the largest proportion of the increase came from "other sources." In Bengal, the total expenditure has increased by Rs. 13,572, or at the rate of 1 per cent, while pupils increased by 7 per cent. The proportion of Provincial Revenues devoted to schools under public management has increased, but the amounts derived from Local and Municipal Funds and from "other sources" have decreased. The only substantial growth is under fees. In the North-West, the total expenditure has increased by Rs. 15,008, or at the rate of 8 per cent, while pupils increased by 6 per cent. The largest proportion of the increase is from fees. Here, as also in the Punjab, Provincial Revenues contribute nothing to the support of Vernacular Secondary schools. In the Punjab, the total expenditure has increased by Rs. 9,986, or at the rate of 9 per cent, while pupils increased by 4 per cent. Here again the largest proportion of increase is from fees. In the Central Provinces, the total expenditure has decreased by Rs. 2,734, or at the rate of 3 per cent, while pupils increased by 1 per cent. The only increase is under "other sources," while the proportion of Provincial Revenues devoted to Aided schools has risen from 13 to 19 per cent. In Burma, the total expenditure has increased ninefold, while the number of pupils increased fivefold. No fees are returned, and there are no contributions from "other sources," so that the entire cost is borne by Public Funds. In Assam the total expenditure has increased by Rs. 2,557, or at the

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rate of 9 per cent, while pupils increased by 5 per cent; Local and Municipal Funds and fees both show a decrease.

In the Report for Madras, both classes of Lower Secondary schools, English and Vernacular, are treated together. The total expenditure increased by 2 per cent, while the number of pupils increased by 22 per cent, so that the average cost of each pupil fell from Rs. 21 to Rs. 17. The expenditure from Public Funds shows a small decrease, owing to the reduction of some Government schools in the Agency Tracts to the Primary grade, and to the growth of fee income in Board schools. The returns distinguishing the expenditure according to departments show that, out of a total expenditure of Rs. 5,94,666, the amount connected with Lower Secondary departments is Rs. 3,59,268, or 60 per cent. Fees contributed 46 per cent of the total expenditure on the Lower Secondary departments, as compared with 27 per cent in the Primary departments.

For Bengal, the Director points out that the causes which reduced the expenditure of District Boards and Municipalities on English schools operated also to the disadvantage of Vernacular schools. District Boards reduced their contributions from Rs. 1,03,345 to Rs. 98,725, and Municipalities from Rs. 12,353 to Rs. 7,080; while the amount contributed from Provincial Revenues to Aided schools was likewise reduced by Rs. 1,548. As the number of Aided schools of this class was unchanged, "the effect of this general reduction in the contributions from Public Funds may easily be inferred, these schools being admittedly the weakest, though not the least important, institutions in our system of Secondary education. It is to them that we must look for our supply of teachers for the lower classes of Middle schools on the one hand, and for Primary schools on the other."

Analysis of Expenditure on Secondary Schools

The two following Tables give 19 the average cost of a Secondary school, and the Table 20 the average cost of each pupil. according to Provinces, for the two years 1891-92 and 1896-97. For the latter year, English schools have been sub-divided under High and Middle. These tables require to be considered together; for, of course, the true cost of a school depends upon the number of pupils in it.

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TABLE 19

Average Cost of a Secondary School for Boys, 1891-92 and 1896-97

Province	*1891-92*		*1896-97*		
	English	*Vernacular*	*English*		*Vernacular*
			High	*Middle*	
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	2,680	279	7,137	1,930	622
Bombay	3,886	279	12,318	1,500	622
Bengal	2,173	412	5,383	947	406
N.-W. P. and Oudh	5,798	565	7,421	2,197	685
Punjab	4,947	963	7,760	2,209	1,053
Central Provinces	1,766	459	2,786	2,194	508
Burma	6,166	219	16,125	3,924	305
Assam	1,963	654	4,783	955	639
Coorg	4,512	654	12,533	3,207	639
Berar	3,038	654	8,108	2,035	639
Average	2,935	476	6,960	1,439	505

TABLE 20

Average Cost of a Pupil in Secondary Schools for Boys, 1891-92 and 1896-97

Province	*1891-92*		*1896-97*		
	English	*Vernacular*	*English*		*Vernacular*
			High	*Middle*	
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	27	5.4	27	23	8.5
Bombay	35	5.4	69	28	8.5
Bengal	19	7.5	25	13	7.1
N.-W. P. and Oudh	37	6.3	42	22	6.4
Punjab	22	6.5	26	15	6.8
Central Provinces	27	4.2	60	25	4.0
Burma	46	3.0	53	42	4.9
Assam	18	9.9	25	14	10.3
Coorg	27	9.9	39	10	10.3
Berar	17	9.9	44	15	10.3
Average	25	6.6	32	18	6.6

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In 1896-97, the average cost of a High school throughout India was Rs. 6,960, compared with Rs. 6,753 five years earlier; and the average cost of each pupil was Rs. 32, compared with Rs. 31. There is thus an increase in each case, due no doubt to the necessity of improved methods of instruction; but the increased cost has been more than met by increased fees. The average cost of a High school ranges from Rs. 12,533 in Coorg (where there is only one school) to Rs. 2,786 in the Central Provinces (where there are only 16 schools). The high figure for Bombay is misleading; for the plague caused the closing of many schools, though it did not reduce the expenditure. Excluding Bombay, the cost of each pupil was highest in the Central Provinces (Rs. 60) and Burma (Rs. 52), and lowest in Bengal and Assam (Rs. 25), and Madras (Rs. 27). The average cost of a Middle English hool ranges from Rs. 3,924 in Burma to Rs. 947 in Bengal. The cost of each pupil was also highest in Burma (Rs. 42), and lowest in Bengal (Rs. 13) and Assam (Rs. 14).

In Vernacular Middle schools, the average cost throughout India increased from Rs. 476 to Rs. 505; but the cost of each pupil was exactly the same in both years (Rs. 6.6), indicating that the number of pupils increased at the same rate as the expenditure. In Madras the average cost of a school of this class more than doubled in the five years, while the cost of each pupil rose from Rs. 5.4 to Rs. 8.5. There was also a large increase in the cost of both schools and pupils in Burma, and a smaller increase in the North-West and the Punjab. The cost of a school increased, but the cost of a pupil decreased, in Assam; while the converse took place in the Central Provinces. In Bengal alone the cost of both schools and pupils declined.

The following Table 21 gives the proportion of the total Direct expenditure from each class of Public Funds that was devoted to Secondary schools, according to Provinces, in 1896-97. Direct expenditure, it may be as well to repeat, is that outlay which is devoted directly to the maintenance of institutions and the remuneration of teachers, and does not include the cost of buildings, furniture, scholarships, or inspection.

As compared with five years ago, the proportion of Direct expenditure on Secondary schools from Provincial Revenues for all India has remained stationary; while the proportion from Local Funds has fallen from 20.3 to 18.5 per cent, and that from Municipal Funds has fallen still more largely, from 44.5 to 40.6 per cent. As will be seen

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TABLE 21

Percentage of Direct Expenditure from Public Funds on Secondary Schools for Boys, 1896-97

Province	*Provincial Revenues*	*Local Funds*	*Municipal Funds*
Madras	28.3	5.9	20.8
Bombay	23.8	.9	9.2
Bengal	33.6	28.2	28.0
N.-W. P. and Oudh	31.3	35.3	62.2
Punjab	37.1	23.3	69.8
Central Provinces	31.7	20.9	60.8
Burma	32.3	14.0	79.3
Assam	60.2	14.9	14.6
Coorg	41.3	—	—
Berar	30.7	—	2.3
Average	30.0	18.5	40.6
Average for 1891-92	29.9	20.3	44.5

further on, this decline is due to the larger proportion from the two latter sources which is now devoted to Primary schools. It might be expected that the largest proportion from Provincial Revenues would be found in those Provinces where there are no Arts Colleges. This is the case in Assam and Coorg, but it does not hold true for Berar. Excluding these, the highest proportion is found in the Punjab (37.1 per cent), and the lowest in Bombay (23.8 per cent). As regards Local Funds, Coorg and Berar give nothing to Secondary schools, Bombay less than 1 per cent of its total Direct expenditure from this source, and Madras less than 6 per cent. In Bombay, it should be stated, Local Funds practically consist of an additional cess on the land revenue, and therefore are properly applied to Primary education for the benefit of the children of agriculturists. Of the other Provinces, the highest proportion is in the North-West (35.3 per cent), and the lowest in Burma (14.0), and Assam (14.9). As regards Municipal Funds, Coorg again gives nothing to Secondary schools, and Berar only 2.3 per cent of its total Direct expenditure from this source. Of the other Provinces, the highest proportion is in Burma (79.3 per cent), and the Punjab

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(69.8), and the lowest proportion in Bombay (9.2) and Assam (14.6).

The following Table 22 gives the proportion of the total expenditure on Secondary schools, English and Vernacular, that was derived from Private Funds, according to Provinces, for the three quinquennial years, 1886-87, 1891-92, and 1896-97. Private Funds, it may be repeated, consist of fees and "other sources," which latter heading includes grants from Native States, as well as Missionary contributions and voluntary subscriptions. The amount derived from fees alone will be considered separately.

TABLE 22

Percentage of Expenditure from Private Funds on Secondary Schools for Boys, 1886-87, 1891-92, and 1896-97

Province	*English*			*Vernacular*		
	1886-87	*1891-92*	*1896-97*	*1886-87*	*1891-92*	*1896-97*
Madras	77	77	82	49	29	56
Bombay	68	76	76	—	—	—
Bengal	79	81	83	62	62	65
N.-W. P. and Oudh	52	59	59	18	22	26
Punjab	43	57	64	18	27	30
Central Provinces	33	41	48	—	18	24
Burma	45	59	67	1	0	0
Assam	65	64	68	48	47	44
Coorg	32	46	48	—	—	—
Berar	16	24	32	—	—	—
Average	67	72	75	43	44	45

During ten years, the proportion of total expenditure on English schools (High and Middle) derived from Private Funds has steadily increased for all India from 67 to 75 per cent, the rise being most marked in the earlier period. The highest proportion throughout is found in Bengal, though in the latest year Madras has almost overtaken Bengal. But the rise has been most rapid in the Punjab (from 43 to 64 per cent), in Burma (from 45 to 67 per cent), and in the Central Provinces (from 33 to 48 per cent). Bear still has the lowest proportion, though the figure has exactly doubled. Bombay (where the figure is already high) and the North-West (where it is low) both show no rise

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whatever in the later period. The proportion of total expenditure on Vernacular Middle schools derived from Private Funds has slowly but uniformly increased for all India from 43 to 45 per cent. The highest proportion throughout is again found in Bengal, with Madras in the second place, though the figures for Madras disclose strange fluctuations. The Punjab again shows the most rapid rise, though mainly in the earlier period; the North-West the most steady rise. Assam alone exhibits a decline.

Fees in Secondary Schools

The following Table 23 gives the incidence of fees per pupil in Secondary schools (High, Middle English, and Vernacular), according to Provinces and also according to management, for the two years 1891-92 and 1896-97:—

TABLE 23

Average Fee Expenditure per Pupils in Secondary Schools for Boys, 1891-92 and 1896-97

Province	*1891-92*			*1896-97*		
	High	*Middle English*	*Middle Vernacular*	*High*	*Middle English*	*Middle Vernacular*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	20.3	9.0	1.2	17.0	8.3	2.2
Bombay	23.0	9.5	—	21.2	10.2	—
Bengal	16.7	4.5	3.0	17.8	5.6	3.1
N.-W. P. and Oudh	17.3	6.6	1.3	17.0	7.2	1.5
Punjab	11.3	5.8	1.7	12.4	7.2	2.0
Central Provinces	12.8	5.3	.4	17.6	6.4	.4
Burma	22.2	*	0	26.8	13.2	0
Assam	14.3	4.6	3.3	17.7	4.4	3.0
Coorg	14.2	8.1	—	7.1	11.0	—
Berar	15.5	3.1	—	14.5	3.7	—
Management						
Government	20.6	7.9	2.2	22.4	9.6	2.8
Board	15.6	8.3	1.4	17.3	9.1	1.6
Native States	25.3	6.0	.2	21.3	6.3	.2
Aided	17.2	6.1	2.9	17.4	6.6	2.4
Unaided	16.3	4.9	2.3	16.9	4.8	2.6
Average	17.6	6.4	2.0	18.2	6.9	2.0

*The separate figures are—for Upper Burma, Rs. 9.4; and for Lower Burma, Rs. 12.5.

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The average rate of fees in all High schools has risen from Rs. 17.6 to Rs. 18.2. The increase is equally marked in Government and in Board schools, though the average fee in the former is still Rs. 5 higher than in the latter. Aided and Unaided schools share in the increase, though to a much smaller extent; and it is noteworthy that Unaided schools have raised their fees the more largely of the two. Schools in Native States, which are not a large class, alone show a decrease. Among Provinces, the rate of increase is highest in Burma (from Rs. 22.2 to Rs. 26.8), the Central Provinces (from Rs. 12.8 to Rs. 17.6), and Assam (from Rs. 14.3 to Rs. 17.7). The increase extends also to Bengal and the Punjab. In the North-West and Berar, the rates show a slight decline; but a very heavy decline in Madras (from Rs. 20.3 to Rs. 17.0), Bombay (from Rs. 23.0 to Rs. 21.2), and Coorg (from Rs. 14.2 to Rs. 7.1).

In all Middle English schools, the average rate of fees has risen slightly (from Rs. 6.4 to Rs. 6.9). The increase is most marked in Government schools; but it extends to all classes, except Unaided. The Provinces show wide variations. The highest fees are charged in Burma (Rs. 13.2), Coorg (Rs. 11.0), and Bombay (Rs. 10.2); the lowest in Bengal (Rs. 5.6), Assam (Rs. 4.4) and Berar (Rs. 3.7). The increase has been highest in the Punjab (from Rs. 5.8 to Rs. 7.2); while Madras again shows a decline (from Rs. 9.0 to Rs. 8.3).

In all Vernacular Middle schools, the average rate of fees has remained stationary at Rs. 2. In Government schools, it has risen from Rs. 2.2 to Rs. 2.8. The rise extends to Board and Unaided schools, while Aided schools show a considerable fall, which is probably to be explained by the fact that no fees at all are charged at this class of schools in Burma. Vernacular Middle schools in Native States are also practically free. Nearly every Province shows an increase in the rate of fees, the increase being highest in Madras (from Rs. 1.2 to Rs. 2.2). In the Central Provinces the low rate of less than half a rupees has been stationary; and in Assam the high rate of Rs. 3.3 has declined to Rs. 3.0. The apparent paradox, that the general average remains unaltered while all the large Provinces show an increase, is to be explained by the absence of fees in Burma, which has comparatively large number of pupils in this class of schools.

Further details about the incidence of fees are furnished in the Provincial Reports. In Madras, fees provided 64 per cent of the total expenditure on Upper Secondary (or High) schools in 1896-97, and as

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much as 72 per cent of the expenditure connected with the Lower Secondary departments of these schools. As compared with five years before, the total income from fees rose by 32 per cent; but the average rate fell from Rs. 20-4-0 to Rs. 18-3-0. The highest rate is found in Board schools (Rs. 24), and the lowest in Government schools (Rs. 17). But this is explained by the fact that there are only four Government schools of this class, of which two are practising schools and one is a school for Muhammadans, in all of which fees are levied below the standard rates. In Lower Secondary schools (English and Vernacular Middle), fees provide 39 per cent of the total expenditure, and 46 per cent of the expenditure connected with the Secondary departments. The average fee has fallen from Rs. 8 to Rs. 7, being Rs. 8 in Board schools, Rs. 7 in Aided, and only Re. 1 in Government schools. Here, again, the low rate in Government schools is explained by the fact that they are mostly maintained for backward races in the Agency Tracts. In both Upper and Lower Secondary schools the average fee in Aided schools is about three-fourths of that in Board schools.

For Bombay, the Director writes:—

> "The recommendations of the Education Commission have been fully accepted. The Department prescribes the fee rates for its own schools, and encourages managers to work up to those rates, but usually accepts a slightly less rate. There are now very few cases where a very low fee is permitted, or where Municipal Boards spend public funds to give a cheap education to children of the well-to-do classes. The Government rates of fee are usually Re. 1 [a month] for the Middle school, and Rs. 2 and Rs. 3 in the High school standards. The Elphinstone Middle and High schools charge more than this, and the large European schools charge Rs. 5 to Rs. 7 a month. In Aided High schools the fee is usually somewhat less than the Government rate, and the general conditions of each school are carefully considered in approving the scale fixed by the managers."

In Bengal, all Secondary schools, with a very few exceptions, charge fees. The rates in schools under public management are generally higher than in Aided or Unaided schools, except when the former happen to be in very backward tracts. In High schools, the maximum charge in Government schools is Rs. 5 (a month) in Calcutta,

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compared with a maximum of Rs. 3 in Aided schools. The Department does not interfere in fixing the rates at which fees are to be levied in schools under private management. But, as a rule, no Aided school is allowed to keep more than 5 per cent of its pupils on the free list, an exception having recently been sanctioned in favour of Muhammadan pupils. All holders of Secondary scholarships are free students in schools under public management. And though this rule is not binding on other schools, the privilege of free tuition is seldom refused, scholars being eagerly welcomed as likely to earn credit for their schools by success at examinations. The same privilege of free tuition has recently been extended to the children of poor teachers under the Department. In Departmental schools, fees are due in advance in the first week of each month. If not paid by the middle of the month, fines are imposed. On the last day of the month, defaulters are struck off; and re-admission can be gained only on payment of all arrears, together with a re-admission fee.

In the North-West, the new fee rules for Anglo-Vernacular schools have, produced a steady increase in the income from this source. Though the enhancement of fees was unpopular at first, being interpreted as "a tyrannical measure for the repression of English education," it seems to have caused in the long run very slight falling off in the attendance of pupils. During the last five years, the average rate has risen by about Rs. 3 (a year) in both State and Aided schools; while Unaided schools have likewise been able to take advantage of the enhancement. The total increase of income from fees amounts to about 20 per cent in State schools, and to twice this proportion in Aided schools. The Director records his opinion that "English education is likely to have more life in it, when it is better paid for and less bounty-fed than it used to be." In Vernacular Middle schools, the rate of fee is still low, the average being only Rs. 1.5 a year, or 2 annas a month. The income from this source does not cover one quarter of the total expenditure on State schools. It would seem that the fee-rate is entirely at the discretion of District Boards. The Director compares the state of affairs unfavourably with the Punjab, and remarks: "Until people are willing to pay a fair share of the cost of Secondary education in their own vernacular, it may be doubted whether there is much vitality in their desire for education."

In the Punjab, the income from fees in all Secondary schools has increased in five years by 48 per cent, and almost covers the increase in

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total expenditure. The increase extends to all classes of schools, except Vernacular Aided and Unaided. In Anglo-Vernacular schools, the average fee rate is Rs. 9.9; and fees provide 49 per cent of the total cost. Three grades of fee are prescribed, according to the income of the parent or guardian; but more than 97 per cent of the total number of pupils come under the lowest grade, only 775 in all being in the two higher grades. In Vernacular schools, the average fee rate is Rs. 2.2; and fees provide 29 per cent of the total cost. In Board schools of this class, agriculturists pupils are partially exempt from the payment of fees; but greater strictness in allowing this exemption has resulted in an increase of fee income, considerably larger than the increase in pupils.

In the Central Provinces, it is reported that a reduction had to be made in the fees charged in Vernacular schools, "in consequence of the famine." The Director in Burma maintains a persistent silence on the subject of expenditure. In Assam, the Director states that in Aided High schools fees are fixed in consultation with himself, and in Aided Middle schools by the chairman of Local Boards in consultation with the Deputy Inspectors. He adds that the fall in fees in Vernacular Middle schools is caused by the reduction of numbers of the Government schools of this class, parents preferring to send their boys either to English schools or to Primary schools within their reach. In Coorg, the slight decline in income from fees is attributed to the unhealthiness of the season, which affected the number of pupils. At the Virarajendrapet English Middle school, fees provide the whole expenditure. As regards Berar, it need only be stated that the fee rate is the same in the two Unaided schools as in Government schools of the corresponding grade; and there are no Aided schools.

Scholarships in Secondary Schools

The Table 24 gives the expenditure on scholarships in Secondary schools in the several Provinces, according to sources, for 1896-97, together with the proportion to the total expenditure on scholarships.

Compared with five years before, the total expenditure on scholarships in Secondary schools has increased by Rs. 31,383, or at the rate of 11 per cent, while the proportion that it bears to the total expenditure on scholarships remains practically unchanged, at about 40 per cent. The amount contributed by Provincial Revenues has increased by Rs. 27,667, or 13 per cent, and now provides nearly half the total.

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TABLE 24

Expenditure on Scholarships in Secondary Schools for Boys, 1896-97

Province	*Provincial Revenues*	*Local Funds*	*Municipal Funds*	*Other Sources*	*Total*	*Percentage of Total Expenditure on Scholarships*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Madras	10,617	—	—	6,512	17,129	22
Bombay	13,629	9,801	431	25,471	49,332	38
Bengal	68,919	11,563	155	2,399	83,036	37
N.-W. P. and Oudh	7,100	15,646	2,352	15,535	40,633	46
Punjab	16,452	47,485	12,239	2,656	78,832	51
Central Provinces	8,054	8,531	19	2,832	19,436	65
Burma	5,471	—	—	—	5,471	22
Assam	12,790	8,606	—	2,612	24,008	44
Coorg	—	—	—	—	—	—
Berar	7,393	—	—	—	7,393	78
Total	1,50,425	1,01,632	15,196	58,017	3,25,270	41
Total for 1891-92	1,32,758	98,108	19,475	43,546	2,93,887	40
Percentage of Increase or Decrease	+13	+4	−22	+33	+11	—

By far the largest proportion is to be found under Bengal. The amount contributed by Local Funds has increased by Rs. 3,524, or 4 per cent, and now provides nearly one-third of the total. By far the largest proportion is under the Punjab. The amount contributed by Municipal Funds has decreased by Rs. 4,279, or 22 per cent. Nearly the whole is found under the Punjab. The amount derived from "other sources" (including Rs. 3,489 credited to fees, mainly in Bombay) has increased by Rs. 14,471, or 33 per cent. The large amount under Bombay is probably to be ascribed to grants from Native States. The proportion under the North-West is also very high.

According to Provinces, the proportion of the total expenditure on scholarships which is devoted to Secondary schools ranges from 78 per

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cent in Berar and 65 per cent in the Central Provinces to 22 per cent in both Madras and Burma. Coorg spends nothing on scholarships in Secondary schools. Burma and Berar obtain nothing from any other source than Provincial Revenues; while Local and Municipal Funds contribute nothing in Madras, and Municipal Funds nothing in Assam. Further details are furnished in some of the Provincial Reports.

In Madras, the expenditure on scholarships in Secondary schools has increased in five years from Rs. 5,473 to Rs. 17,129, though the proportion that it bears to the total expenditure on scholarships is still the lowest of any Province. A new scheme for scholarships generally came into operation on 1st January, 1896. Provision has been made for the award of 45 scholarships to boys passing the Lower Secondary Examination. Of these, 22 are District scholarships, open to all classes; the remainder are reserved for Muhammadans and backward races. An addition, the Grant-in-aid Code provides for the payment from Provincial Revenues of scholarship grants not exceeding Rs. 12 per term in the Upper Secondary forms, provided that the age of the candidates is under 14, and that only one pupil out of 24 shall hold a scholarship. Provision has also been made for the award of 80 scholarships to boys passing the Primary Examination, of whom 40 are open and the rest reserved; and the Grant-in-aid Code provides for scholarship grants of Rs. 6 per term in the Lower Secondary forms to candidates under 12. But it is stated that few managers avail themselves of this provision in the Code.

In Bombay the total expenditure on scholarships in Secondary schools has risen in four years from Rs. 39,006 to Rs. 49,332, which provides for 33 scholarships in High schools and 129 in Middle schools. Here, again, they are divided into three classes: open to all, reserved for Muhammadans, and reserved for backward classes. In Inspector is quoted with approval as saying: "I have repeatedly reported my opinion that the rules under which the Government scholars are elected and the scheme generally have been a great success. The scholarship-holders are, with the rarest exceptions, the cleverest and best-behaved boys in the school."

In Bengal, there are three classes of scholarships tenable in Secondary schools. The Upper Primary scholarships are tenable in Middle schools for a period of two years. The Middle scholarships are of two classes, Middle Vernacular and Middle English, the former being tenable for four and the latter for three years in High schools, the

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system, therefore, is a continuous one. These scholarships are awarded by Circle Inspectors, the expenditure being provided from Provincial Revenues. There are besides a few local scholarships derived from endowments. During the last five years, the total expenditure on scholarships in Secondary schools increased from Rs. 80,953 to Rs. 83,036. In 1896, the number of successful candidates at the Middle Scholarship Examination was 2,018 from English schools and 2,099 from Vernacular schools, showing a considerable increase in both cases; and it is noteworthy that the increase extended to every Division but one.

In the North-West, the rules regarding State scholarships were revised in 1895, but their full effect is not yet visible. There are to be 40 scholarships of Rs. 4 a month, awarded on the results of the English Middle Examination, and tenable for two years at a High school; and the same number of scholarships, awarded on the results of the Vernacular Middle Examination, tenable for not more than three years in the Middle section of an Anglo-Vernacular school, and then for not more than two years in the High section, their value being Rs. 3 and Rs. 4 a month respectively. The maximum number of scholarships that can be current at one time is thus 280, and the maximum annual expenditure on them Rs. 12,000. But since it is possible that the total number may not be awarded, and those awarded may lapse from various causes, the Director urges that the provision made does not err on the side of excess. He suggests a general increase in the value of State scholarships, which is at present almost swallowed up in the payment of fees; and he pleads for the creation of scholarships to be awarded on the results of the Upper Primary English Examination, in the interest of poor boys who at that stage show such special merit as to make it likely that they would profit by continuing their studies. During the past five years the total number of State scholarships in Anglo-Vernacular schools fell from 170 to 145, and the total expenditure from Public Funds fell from Rs. 10,964 to Rs. 7,847; but this decrease was more than made up for by an increase in Municipal scholarships, and by the expenditure from "other sources" in Aided and Unaided schools. In the case of Vernacular Middle schools, there were no rules governing the award of scholarships from Local Funds before 1895. It has now been provided that the number of scholarships shall be fixed by each District Board, subject to the sanction of Government; that half shall be offered for competition each year; that they shall be tenable for

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two years, as a rule in the Middle section; that they shall be of the uniform value of Rs. 2 a month; and that they shall be thrown open to public competition at the Upper Primary Examination, which is accordingly made a stricter test than hitherto. The total number of these scholarships sanctioned is 910, of which 802 were actually held in 1896-97, at a cost of Rs. 15,048 to Local Funds.

In the Punjab, the Government has fixed a minimum number of scholarships to be awarded yearly, and has authorised District Boards to provide others. The total number actually held has increased in five years from 1,852 to 2,211, the increase being mostly in the latter class. The total expenditure has increased from Rs. 60,677 to Rs. 66,893, the increase being almost entirely under Local and Municipal Funds. In 1896-97, there were 456 scholars in High departments, or about one out of six pupils, compared with one out of five in 1891-92; 1,608 scholars in Middle departments, or nearly one out of nine pupils, compared with one out of eight; and 147 in Primary departments, who mostly represent scholarship winners who have elected to read English after passing the Upper Primary Examination in the vernacular.

No information about scholarships in Secondary schools is given in the Reports for the Central Provinces and Burma. With regard to Assam, the Director states that "all information concerning these subjects can be obtained at length by consulting pages 42—48 of the Assam Educational Manual." In Berar, out of eight candidates at the competitive examination for vernacular scholarships tenable at High schools, three obtained scholarships on the Marathi side and one on the Hindustani side. In addition, all of the 35 exhibitions attached to the High schools were filled up; and 117 of the 124 exhibitions attached to the Middle schools, all in Anglo-Marathi schools. The Director further records the donation of schares to the nominal value of Rs. 1,000 by a Native gentlemen to endow a scholarship in the Amraoti High school of Rs. 7 a month for four years, to be awarded to a poor boy, by preference from Wun, the residence of the benefactor.

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J.S. COTTON

Primary Education in India

PRIMARY EDUCATION

It must again be premised that, though the title of this chapter (following Mr. Nash's Review) is Primary Education, its real subject is Primary schools. It has already (p. 124) been stated that, of the total number of pupils in Secondary schools throughout India, about three-fifths are in one or other of the Primary stages. The schools which those children attend, and the expenditure connected with them, have already been dealt with in the preceding chapter. So far as those children come up for Primary examinations, they will again appear in this chapter. But, speaking broadly, the education which they receive, being Primary instruction in Secondary schools, altogether evades detailed consideration. All that can be said is, that it differs from the general standard of Primary instruction, in so far as it directly aims at preparing for the Secondary standards (High or Middle) which the pupils are presumably intended to enter upon in a later stage of their curriculum. In order to round off this part of the subject, it should also be stated that a very small number of pupils in Primary schools are

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returned as being in the Secondary stage of instruction. They number only 3,224, of whom 2,733 are found in Berar, where their presence is probably to be explained by a peculiarity of classification. However this may be, they are too few to require further notice.

It is almost as difficult a task to define Primary as it was to define Secondary education. The attempt made by the Education Commission is not a very happy one: "that Primary education be regarded as the instruction of the masses, through the vernacular, in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the University." Nevertheless, this recognises a dual aspect of Primary education, which has already been referred to. On the one hand, its dominant object is to provide every child that can be brought under its influence with some knowledge of reading, writing, and arithmetic, and such other simple and useful subjects as may be possible. On the other hand, it should include courses for those whose means, inclination, or ability enables them to proceed to higher steps of the ladder. These two objects roughly correspond to the two recognised stages of Primary instruction, the Lower and the Upper; while they are carried into effect by different means in the several Provinces. In Bombay, where the Government was the moving spirit and is still the guiding hand, the whole of education is organised on a system that extends continuously from the Primary school to the University. The Primary school is there essentially a lower stage of the Secondary school, mainly distinguished by the fact that English is not taught in it at all. In Bengal, where indigenous instruction has always been popular and widely-spread, the Government has for the most part been content to develop the existing *pathsalas* or village schools by grants of money and by Departmental inspection. Here the majority of Primary schools are elementary ones for boys of the agricultural class, who are intended to follow their fathers' occupation after they have obtained sufficient knowledge to save them from being imposed upon. Those with higher ambitions are generally to be found in the Primary departments of Secondary schools. In Madras, the influence of the Government, of Missionaries, and of indigenous traditions has combined to produce a system of great elasticity. Simple subjects form the ground-work; but there are also a number of optional subjects, among which English is conspicuous. In the other Provinces, the system varies between these three dominant types, except in Burma, where Buddhism has fostered a system of

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religious instruction, universal and gratuitous, extending even to girls. The different systems have produced different types of schools. In Bombay, the representative school is one maintained from the Local Cess but entirely managed by the Department, with a strength of about 70 boys. In Bengal, the representative school is an Aided or Unaided one, largely dependent upon the popularity of its teacher, who can rarely collect more than 25 pupils. It stands to reason that the efficiency and stability of these two extreme types of school must vary greatly, as is revealed by the proportion of pupils each has in the Upper Primary stage. But from the statistical point of view, every school counts as one; and the number of pupils likewise is counted, not weighed. Indigenous schools proper will come up for consideration in a subsequent chapter on Private Institutions. But it may be remarked here that many of them differ little in character from the lowest class of Primary schools, which have grown out of them; and that the total recorded for Primary schools rise or fall from time to time largely by the inclusion or exclusion of institutions of this class.

General Statistics of Primary Schools

The Table 1 gives the comparative statistics of Primary schools for boys, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with percentages of increase or decrease.

During ten years, the total number of schools has increased from 84,673 to 97,881, or by 13,208, the rate of increase having fallen from 9 per cent in the earlier period to 7 per cent in the later period. The total number of pupils in them has increased from 2,381,217 to 3,028,203, or by 646,986, the rate of increase having been uniform at 13 per cent in both periods. It is thus evident that the strength of each school is growing at an augmented rate, which ought to tend to greater efficiency. As will be shown presently in detail, the average number of pupils per school has risen in ten years from 2 to 31.

Burma is the only Province that shows a decrease in the number of schools during the ten years, in spite of the addition of Upper Burma. This is due partly to the raising of a number of Primary schools to the Vernacular Middle grade, and partly to greater strictness in the rules for recognising Aided and Unaided schools. These causes have also resulted in a decrease of pupils in Burma in the later period.

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TABLE I

Comparative Statistics of Primary Schools for Boys, 1886-87, 1891-92, and 1896-97

Province	*1886-87*		*1891-92*				*1896-97*			
					Percentage of Increase or Decrease				*Percentage of Increase or Decrease*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
Madras	13,358	358,641	18,059	517,638	+35	+44	19,992	583,964	+11	+13
Bombay	7,042	403,717	8,354	477,031	+18	+18	8,828	518,082	+6	+9
Bengal	48,487	1,080,389	48,587	1,123,560	0	+4	49,650	1,243,803	+2	+11
N.-W. P. and Oudh	4,978	171,812	4,185	147,714	−16	−14	6,025	207,116	+44	+40
Punjab	1,624	79,529	1,733	88,972	+7	+12	2,453	108,315	+42	+22
Central Provinces	1,683	97,015	1,493	83,863	−11	−14	2,109	115,730	+14	+38
Burma	4,787	98,860	5,946	128,554	+24	+30	4,688	119,259	−21	−8
Assam	1,749	50,906	2,217	64,502	+27	+27	2,787	79,955	+26	+24
Coorg	68	3,042	71	4,020	+4	+32	74	3,924	+4	−2
Berar	897	37,306	1,236	44,750	+38	+20	1,275	48,064	+3	+7
Total	84,673	2,381,217	91,881	2,680,424	+9	+13	97,881	3,028,203	+7	+13

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though there was a large increase of both schools and pupils in the earlier period, which witnessed the annexation of Upper Burma. In Bengal, schools have increased by only 2 per cent in ten years, while pupils increased by 4 per cent in the earlier and 11 per cent in the later period. But this more rapid growth in pupils has merely brought the average strength of a Bengal school up to 25, compared with 31 for all India. The most uniform rate of progress has been in Assam, where the total increase has been 60 per cent for both schools and pupils, fairly distributed over both periods. In Madras the very high rate of increase in the earlier period has not been maintained, owing partly to more stringent regulations and partly to reduced expenditure by District and Municipal Boards. In Bombay, the rate of increase has likewise declined, presumably through the plague. In the North-West, the serious decrease in the earlier period has been changed into a notable increase, entirely by a liberal grant to Aided schools in the last year. The Punjab shows accelerated improvement, mainly through the incorporation of Private institutions. In the Central Provinces, the apparent decline in the earlier period is explained by the raising of Primary schools to the Middle grade; and the progress in the later period, great as it is, would have been still greater had it not been for the famine. The decline in Coorg in the later period is ascribed to the results of a bad harvest and an unhealthy season. Berar shows a diminished rate of advance.

The following Table 2 gives the number of pupils in Primary schools, according to Provinces, for each of the six years from 1891-92 to 1896-97, together with the figures for 1886-87 for comparison.

The rates of increase for the two quinquennial periods have already been discussed. The object of this table is to exhibit the changes that took place in each year of the later period. It will be seen that the annual increment, which was 2 per cent in the two first years, rose to 3 per cent in the three last years, and was not even checked by the famine. Nothing could testify more strongly to the stability of the system of Primary education in India, though it must be admitted that the general result is brought about by special causes. For example, the increase of 3 per cent in 1896-97 is almost entirely due to the North-West Provinces, where, in spite of famine, an extra grant of money for Aided schools attracted more than 50,000 pupils at one stroke. Otherwise, that year shows a serious drop in Bombay and the Central Provinces, as well as an arrest of progress in Bengal and the Punjab.

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TABLE 2

Number of Pupils in Primary Schools for Boys, 1886-87, and 1891-92 to 1896-97

Province	*1886-87*	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*Percentage of Increase or Decrease*	
								1891-92 compared with 1886-87	*1896-97 compared with 1891-92*
Madras	358,641	517,638	550,446	553,281	546,037	559,365	583,964	+44	+13
Bombay	403,717	477,031	484,124	499,500	507,566	523,862	518,082	+18	+9
Bengal	1,080,389	1,123,560	1,123,225	1,130,551	1,206,285	1,240,679	1,243,803	+4	+11
N.-W. P. and Oudh	171,812	147,714	151,223	159,399	157,166	155,500	207,116	−14	+40
Punjab	79,529	88,972	83,381	85,611	108,426	109,852	108,315	+12	+22
Central Provinces	97,015	83,683	100,560	112,737	112,221	120,361	115,730	−14	+38
Burma	98,860	128,554	115,969	116,921	109,428	116,225	119,250	+30	−8
Assam	50,906	64,502	68,222	70,725	74,639	77,922	79,955	+27	+24
Coorg	3,042	4,020	4,180	4,231	4,177	4,272	3,924	+32	−2
Berar	37,306	44,750	46,697	45,810	43,306	43,304	48,064	+20	+7
Total	2,381,217	2,680,424	2,728,027	2,778,766	2,869,251	2,951,342	3,028,203	+13	+13
Percentage of Increase, compared with Preceding Year	—	—	+2	+2	+3	+3	+3	—	—

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Assam is the only Province to maintain an uninterrupted advance. In Madras, the drop came in 1894-95, when more stringent rules came into force for the recognition of Lower Primary schools; but the rate of progress quickly recovered itself. Bombay could have boasted of continuous advance, if the effects of famine had not conspired with those of plague in the last year. Bengal shows an actual decline in the first year and very little advance in the last, the cause in both cases being a bad harvest. In the North-West a tendency to decline as the period grows was suddenly changed into a notable advance by the grant of money already referred to. In the Punjab, the great increase in 1894-95 is probably to be ascribed to an administrative change, by which Indigenous schools were included in the list; the slight drop in the last year was due to drought, hardly worthy of being dignified with the name of famine. The Central Provinces show a creditable increase in the first two years, when Aided institutions were being rapidly added to the list; then followed three years of bad crops, culminating in severe famine, which has left a slighter mark than might have been anticipated. In Burma, the rules for recognising Indigenous schools seem to have been applied with exceptional rigour in 1892-93 and 1894-95. Coorg did well, except in the last year, when the little Province was visited with a poor coffee crop, a bad rice harvest, and fever. The variations in Berar are not easy to explain, especially when we are told that the scarcity actually tended to encourage school attendance.

Stages of Primary Instruction

So far we have been dealing only with Primary schools. In order to arrive at the total number of pupils under Primary instruction, it is necessary to include those in Primary stages at Secondary schools (nearly 300,000), and to exclude the few in secondary stages at Primary schools (only 3,224 in 1896-97). This has been done in the two following tables. But before examining them it may be as well to explain briefly the Primary stages. These are, properly, two in number, the Upper and the Lower, which roughly answer to the two conceptions of Primary instruction already mentioned: (1) as part of a curriculum finally leading up to the University, and (2) as the limit of elementary learning for the great majority of the population. The actual boundaries between these two stages vary in the several Provinces, being determined by the standard of the corresponding examinations. In some

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cases (as in Bombay) the Upper Primary is scarcely to be distinguished from the Middle Vernacular elsewhere. And it would be unfair to test Provinces by the proportion of pupils in this stage. The Lower Primary is further subdivided into stages A and B, of which it is enough to say that B consists of children not reading printed books. A decrease in Primary stage (B) does not necessarily imply improvement; it may be due to the introduction of elementary Readers, or possibly to the exclusion of infants.

The Table 3 gives the number of pupils in each of the Primary stages in both Secondary and Primary schools for boys, according to Provinces, for the two years 1891-92 and 1896-97, together with the percentage of pupils in each stage to the male population of school-going age (estimated at 15 per cent of the total male population). It should be premised that these percentages are not strictly correct, for the pupils in boys' schools include a considerable number of girls, who are specially numerous in Madras and Burma. Hence the percentages for those two Provinces, and to a slighter extent elsewhere, are higher than the truth, particularly in the Lower Primary stage.

For all India, the number of pupils in the Upper Primary stage has increased from 346,037 to 406,557, or at the rate of 17 per cent, while the proportion that it bears to the total has fallen from 12 to 9 per cent. The number of pupils in the Lower Primary (A) stage has increased from 1,887,364 to 2,245,760, or at the rate of 19 per cent, while the proportion that it bears to the total has risen from 64 to 71 per cent. The number of pupils in the Lower Primary (B) stage has decreased from 703,355 to 669,570, or at the rate of 5 per cent, while the proportion that it bears to the total has fallen from 24 to 20 per cent. According to Provinces, more than two-fifths of the total number in the Upper Primary stage are to be found in Bombay alone, where (as already remarked) there is no Middle Vernacular stage. But there are creditable increases in Madras, the Punjab, Burma, and Coorg. In both Bengal and the North-West the increase is very small. Every Province, except Coorg and Berar, shows an increase under Lower Primary (A) stage, which is specially marked in Madras, Bengal, and the North-West. Under Lower Primary (B) stage there is an increase in Bombay, the North-West, and Assam; while Madras and Bengal show a considerable decrease. Burma returns no pupils in this stage.

The figures showing the percentage to school-going population of course follow the totals already mentioned, but they emphasise the

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TABLE 3

Pupils in Primary Stages in all Boys' Schools, Secondary and Primary, 1891-92 and 1896-97

Province	Number of Pupils in Several Stages						Percentage of Total Males of School-going Age in each Stage					
	1891-92			1896-97			1891-92			1896-97		
	Upper Primary	Lower Primary (A)	Lower Primary (B)	Upper Primary	Lower Primary (A)	Lower Primary (B)	Upper Primary	Lower Primary (A)	Lower Primary (B)	Upper Primary	Lower Primary (A)	Lower Primary (B)
Madras	32,905	420,737	86,446	44,935	501,052	64,620	1.25	15.92	3.22	1.70	18.91	2.44
Bombay	140,376	195,683	145,207	164,242	205,686	150,951	6.76	9.42	7.00	7.92	9.90	7.27
Bengal	74,124	790,830	384,017	78,995	961,331	348,032	1.36	14.48	7.03	1.43	17.60	6.36
N.-W. P. and Oudh	35,175	145,463	4,975	37,226	199,.940	11,514	.97	3.98	.14	1.02	5..48	.32
Punjab	24,489	96,343	3,138	31,082	114,118	2,631	1.45	5.71	.18	1.84	6.76	.15
Central Provinces	15,807	39,224	44,935	19,475	57,765	55,003	1.62	4.00	4.62	2.04	5.96	5.66
Burma	6,409	128,865	—	11,584	122,985	—	1.09	22.10	—	1.99	21.09	—
Assam	3,443	56,989	11,215	4,124	70,419	13,368	.82	13.57	2.67	.98	16.77	3.18
Coorg	496	3,127	667	944	2.613	646	3.45	21.7	4.64	6.56	18.16	4.49
Berar	12,813	10,103	22,755	13,950	9,851	22,805	5.73	4.52	10.17	6.24	4.40	10.19
Total	346,037	1,887,364	703,355	406,557	2,245,760	669,570	1.95	10.65	3.96	2.29	12.78	3.78

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position of the Provinces. In the Upper Primary stage Bombay has nearly eight-fold the proportion of the North-West, and more than five-fold the proportion of Bengal. In the Lower Primary (A) stage Madras has risen in five years from 15.92 to 18.91 per cent, and now has more than three-fold the proportion of the North-West. In the Lower Primary (B) stage the most notable freatures and its almost entire absence in the North-West and the Punjab, and the increase of its proportion in Bombay, the Central Provinces, and Assam. Nothing could reveal more decisively than this column the difference between the systems of the several Provinces in attracting infants to their schools In Berar, more than 10 per cent of the male population of school-going age is here returned as under instruction, though presumably unable to read or write; while in the Punjab, a much more highly educated Province, the corresponding proportion is less than .2 per cent.

The Table 4 classifies the pupils in Primary stages according as they attend Secondary or Primary schools, for the two years 1891-92 and 1896-97.

During the last five years the number of pupils in Primary stages who attend Secondary schools has increased from 258,420 to 296,908, though their proportion to the total has fallen from 8.8 to 8.6 per cent. The small and decreasing number for Bombay presumably represents the number of Europeans and Eurasians in Secondary schools. Following Bombay, the lowest proportions are found in Berar, Burma, Madras, and Coorg, in all of which Provinces Primary instruction may be regarded as practically equivalent to the instruction given in Primary schools. But it is far otherwise with the Punjab, where more than one-fourth of the total number of pupils in a Primary stage are to be found in the Primary departments of Secondary schools; and while the actual number has increased, the proportion shows only a small decline. Here it is manifest that the instruction that leads up to the University must be entirely imparted in Secondary schools, from the elements upward. The same holds good of the North-West, for though the proportion is lower and apparently decreasing, the actual number is even larger than in the Punjab. Bengal, too, must be brought under the same category, when we notice that it has as many as 145,027 pupils in Primary stages in its Secondary schools, compared with only 45,883 in the Middle stage and 27,829 in the High stage. Here, again, all the pupils who wish to continue their studies evidently need not attend a Primary school proper, which can therefore have its course of instruction throughout

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TABLE 4

Classification of all Pupils in Primary Stages in Boys' Schools, 1891-92 and 1896-97

Province	*1891-92*					*1896-97*				
	In Secondary Schools	*In Primary Schools*	*Total*	*Percentage in Secondary Schools*	*Percentage in Primary Schools*	*In Secondary Schools*	*In Primary Schools*	*Total*	*Percentage in Secondary Schools*	*Percentage in Primary Schools*
Madras	22,450	517,638	540,088	4.2	95.8	26,643	583,964	610,607	4.4	95.6
Bombay	4,235	477,031	481,266	.9	99.1	2,797	518,082	520,879	.5	99.5
Bengal	125,924	1,123,047	1,248,971	10.1	89.9	145,027	1,243,331	1,388,358	10.4	89.6
N.-W. P. and Oudh	37,899	147,714	185,613	20.4	79.6	41,564	207,116	248,680	16.7	83.3
Punjab	34,998	88,972	123,970	28.2	71.8	39,516	108,315	147,831	26.7	73.3
Central Provinces	16,283	83,683	99,966	16.3	83.7	16,513	115,730	132,243	12.5	87.5
Burma	6,938	128,336	135,274	5.1	94.9	15,319	119,250	134,569	4.3	95.7
Assam	7,152	64,495	71,647	10.0	90.0	7,975	79,936	87,911	13.6	86.4
Coorg	270	4,020	4,290	6.3	93.7	279	3,924	4,203	6.6	93.4
Berar	2,271	43,400	45,671	5.0	95.0	1,275	45,331	46,606	2.7	97.3
Total	258,420	2,678,336	2,936,756	8.8	91.2	296,908	3,024,979	3,321,887	8.6	91.4

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adapted to the needs of the mass of the population.

So far we have been dealing with pupils in Primary stages in boys' schools, Primary and Secondary. In order to arrive at the total number of boys under Primary instruction, it is now necessary to eliminate the considerable number of girls who attend boys' schools (145,099 in 1896-97, almost entirely in the Lower Primary stage), and to add the comparatively small number of boys in girls' schools (11,153). This has been done in the following Table 5, which gives the number of boys in Primary stages, according to Provinces, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with their proportion to the male population of school-going age (15 per cent of the total male population). This is the table upon which the accompanying maps are based.

TABLE 5

Comparative Statistics of Boys in Primary Stages, 1886-87, 1891-92, and 1896-97

Province	*Number of Boys in Primary Stages*			*Percentage of Male Population of School-going Age*		
	1886-87	*1891-92*	*1896-97*	*1886-87*	*1891-92*	*1896-97*
Madras	358,868	496,833	557,239	15.65	18.79	21.08
Bombay	394,020	459,493	496,554	21.97	22.13	23.79
Bengal	1,169,649	1,218,470	1,352,455	22.99	22.30	25.22
N.-W. P. and Oudh	222,059	185,613	248,917	6.46	5.09	6.83
Punjab	112,195	123,981	147,870	7.32	7.34	8.76
Central Provinces	94,406	98,144	129,097	10.80	10.09	13.28
Burma	97,495	121,736	118,290	32.64	20.88	20.29
Assam	56,853	69,006	84,052	15.13	16.43	20.03
Coorg	2,804	3,602	3,543	18.60	25.03	24.48
Berar	38,694	45,463	44,924	18.68	20.32	20.08
Total	2,547,043	2,822,341	3,182,941	14.37	15.92	17.95

As observed before, this table fails to correspond with the actual facts, because the population for 1886-87 and 1896-97 has in each case been based upon a Census taken about six years before, and is therefore under-estimated. But this would not much affect the comparative

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figures for the several Provinces. The proportion of total boys in Primary stages of instruction has increased in ten years from 14.37 to 17.95 per cent of the estimated male population of school-going age. The rate of increase is apparently higher in the later than in the earlier period; but this is probably to be explained by the fact that it is calculated upon a stationary population. Excluding Coorg, the rate of increase has been highest in Madras (from 15.65 to 21.08), mostly in the earlier period. Next comes Assam, where the rate of increase is from 15.13 to 20.03; and the increase in the later period alone is the highest of all. Bengal still stands at the top with 25.22, and here the increase has been entirely confined to the later period. Bombay would undoubtedly show better, had it not been for the effects of plague and famine in the last year. In the North-West the serious decline in the earlier period has been more than made up for by the help of the grant of money in the last year of the later period; but the figure is still much the lowest of all, being little more than one-fourth of that for Bengal. The Punjab likewise has much leeway to make up, though showing improvement in the later period. In the Central Provinces the decline shown in the earlier period is partly due to a transfer of pupils from the primary to the Secondary stage, and partly to the rapid growth in the population between one Census and the other, which is not allowed for in our calculations. The high rate of increase in the later period (second only to that for Assam) is the more creditable when we remember how severely the Province suffered from famine during the whole of the last year. For Burma the figures are anomalous. The extraordinary drop in the earlier period is due to the inclusion of Upper Burma for the first time, the absence of improvement in the later period to the stringent rules of the Department. The figures for Coorg and Berar may be left to speak for themselves.

Primary Schools According to Management

The Table 6 gives the number of Primary schools and their pupils in the several Provinces according to management, for the two years 1891-92 and 1896-97, together with percentages of increase or decrease.

It has already been stated that the total number of schools increased in the five years by 7 per cent, and the total number of pupils by 13 per cent. In the preceding five years the corresponding rates of increase were 9 per cent and 13 per cent showing affair uniformity. We

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TABLE 6

Primary Schools for Boys According to Management, 1891-92 and 1896-97

Province	*1891-92*											
	Government		*District and Municipal*		*Native States*		*Aided*		*Unaided*		*Total*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
Madras	136	4,175	2,918	118,664	—	—	9,266	276,350	5,739	118,449	18,059	517,638
Bombay	31	2,178	4,646	294,043	1,836	107,948	1,767	69,855	74	3,007	8,354	477,031
Bengal	5	118	13	403	—	—	39,436	963,709	9,133	159,330	48,587	1,123,560
N.-W. P. and Oudh	35	2,355	3,989	138,421	—	—	135	5,893	26	1,045	4,185	147,714
Punjab	4	335	1,659	84,646	—	—	55	3,229	15	762	1,733	88,972
Central Provinces	121	6,775	659	43,499	134	7,696	503	22,968	76	2,745	1,493	83,683
Burma	2	91	3	100	—	—	1,544	52,917	4,397	75,446	5,946	128,554
Assam	35	614	1,155	32,057	—	—	889	27,680	138	4,151	2,217	64,502
Coorg	62	3,428	5	399	—	—	4	193	—	—	71	4,020
Berar	55	2,799	525	28,942	—	—	547	11,642	109	1,367	1,236	44,750
Total	486	22,868	15,572	741,174	1,970	115,644	54,146	1,434,436	19,707	366,302	91,881	2,680,424
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	—	—	—	—	—	—
1891-92 compared with 1886-87	–49	–56	+10	+15	+16	+22	+4	+10	+22	+28	+9	+13

TABLE 6 (*Continued*)

Province	1896-97											
	Government		District and Municipal		Native States		Aided		Unaided		Total	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	14	15	16	17	18	19	20	21	22	23	24	25
Madras	189	7,114	3,056	135,822	—	—	10,337	307,326	6,410	133,702	19,992	583,964
Bombay	9	940	4,545	314,061	2,136	129,150	2,082	71,336	56	1,586	8,828	518,082
Bengal	23	701	18	794	—	—	36,709	1,012,757	13,900	229,551	49,650	1,243,803
N.-W. P. and Oudh	34	2,399	4,450	163,333	—	—	1,516	40,550	25	834	6,025	207,116
Punjab	5	513	1,704	78,918	—	—	643	24,788	101	4,096	2,453	108,315
Central Provinces	29	1,546	762	52,296	229	12,594	991	45,291	98	4,003	2,109	115,730
Burma	1	75	2	63	—	—	2,527	77,802	2,158	41,310	4,688	119,250
Assam	17	342	1,125	28,901	8	554	1,445	44,376	192	5,782	2,787	79,955
Coorg	63	3,510	7	249	—	—	4	165	—	—	74	3,924
Berar	—	—	640	36,501	—	—	561	10,526	74	1,037	1,275	48,064
Total	370	17,140	16,309	811,938	2,373	142,307	56,815	1,634,917	22,014	421,901	97,881	3,028,203
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	–24	–25	+5	+10	+20	+23	+5	+14	+12	+15	+7	+13
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—	—	—	—

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will new examine the figures for the several classes of schools according to management.

Going back for ten years, the number of Government schools has decreased from 948 to 370, the rate of decrease being 49 per cent in the earlier period and 24 per cent in the later. The number of pupils in them has decreased from 51,546 to 17,140, the rate of decrease being 56 per cent in the earlier period and 25 per cent in the later. It is noteworthy that in each period pupils have decreased more rapidly than schools, indicating (contrary to the general rule) a steady diminution in the average strength of each school. Coorg, where the circumstances are exceptional, is the only Province that shows an increase in both periods. In the North-West the number of schools apparently increased from none to 35 in the earlier period, but this was not due to any augmented activity on the part of Government, but merely to a change of nomenclature. In both Madras and Bengal a considerable increase appears in the later period, but this again is only caused by the necessity for extending education in backward tracts by this means. The transfer of Government schools to local bodies is conspicuously shown in the Central Provinces, where schools of this class have fallen from 192 to 29; and in Berar, where they have disappeared altogether.

The number of Board schools has increased in ten years from 14,131 to 16,309, the rate of increase being 10 per cent in the earlier period and 5 per cent in the later. The number of pupils in them has increased from 644,565 to 811,978, the rate of increase being 15 per cent in the earlier period and 10 per cent in the later. This class of schools now educates 37 per cent of the total number of pupils in Primary schools, the proportion rising to 61 per cent in Bombay. Only part of the increase is due to the transfer of Government schools to local bodies, which has been going on steadily during the ten years. In some Provinces Boards have also been active in opening new schools. Madras, without any transfers from Government, has multiplied its pupils in Board schools fourfold. Bengal is conspicuous for having an insignificant number of schools of this class. In Assam the number of pupils is steadily declining. The Punjab also shows a decline in the later period.

The number of schools in Native States has increased in ten years from 1,701 to 2,373, the rate of increase being 16 per cent, in the earlier period and 20 per cent in the later. The number of pupils in them has increased from 94,644 to 142,307, the rate of increase being 22 per

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cent in the earlier period and 23 per cent in the later. This high rate of increase is mainly due to the spread of education among the backward States of the Central Provinces. In Bombay, most of the Native States keep fairly abreast of British Districts. The small numbers under Assam for the last year represent the introduction of education into the frontier State of Manipur.

The number of Aided schools has increased in ten years from 51,881 to 56,815, the rate of increase being 4 per cent in the earlier period and 5 per cent in the later. The number of pupils in them has increased from 1,303,330 to 1,634,917, the rate of increase being 10 per cent in the earlier period and 14 per cent in the later. This class of schools now educates 54 per cent of the total number of pupils in Primary schools. The Aided system has reached its highest development in Bengal, where it is responsible for no less than 81 per cent of the total number of pupils. It is also very strong in Madras, Burma, and Assam; and has recently made a start in the North-West, the Punjab, and the Central Provinces. The rapid advance made by Bombay in the earlier period has not been maintained in the later, owing to the plague. Berar is the only Province that shows an actual decline in the later period.

The number of Unaided schools has increased in ten years from 16,012 to 22,014, the rate of increase being 22 per cent in the earlier period and 12 per cent in the later. The number of pupils in them has increased from 286,912, to 421,901, the rate of increase being 28 per cent in the earlier period and 14 per cent in the later. The diminished rate of increase is entirely due to the exclusion from the list of a large number of schools of this class in Burma, where they now appear as Private institutions. The converse process, on a considerable scale, has lately been taking place in the Punjab. Unaided schools now educate 14 per cent of the total number of pupils in Primary schools, the proportion in Burma, despite the reduction, still rising as high as 35 per cent. The number of Unaided schools corresponds roughly with the number of Aided; Bengal, Madras, and Assam following closely upon Burma. Bombay and the North-West show an actual decrease; while the increase in the Punjab is considerable, for the reason already given.

The following Table 7 gives the average strength of each class of Primary school according to management, in the several Provinces, for 1896-97, together with general average for 1886-87 and 1891-92:—

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TABLE 7

Average Number of Pupils in Primary Schools for Boys According to Management, 1896-97

Province	*Government*	*Board*	*Native States*	*Aided*	*Unaided*	*Total*
Madras	38	44	—	30	21	29
Bombay	104	69	60	34	28	59
Bengal	30	44	—	28	17	25
N.-W. P. and Oudh	71	37	—	27	33	34
Punjab	103	46	—	39	41	44
Central Provinces	53	69	50	46	41	55
Burma	75	31	—	31	19	25
Assam	20	26	69	31	30	29
Coorg	56	36	—	41	—	53
Berar	—	57	—	19	14	37
Average	46	50	60	29	19	31
Average for 1891-92	47	48	59	26	19	29
Average for 1886-87	55	46	56	25	18	28

During ten years the average strength of a Primary school has steadily increased from 28 pupils to 31, the rate of increase having been accelerated in the later period. Government schools show an exceptional decline from 55 to 46, for reasons already given. The strongest schools have been handed over to Boards, while those remaining are chiefly in backward tracts. Board schools show a uniform growth from 46 to 50. In schools in Native States, the rise is from 56 to 60, the diminishing rate being due to the inclusion of weaker schools in the Central Provinces; but it is remarkable that these schools should be the strongest of any class in India. The strength of Aided schools has risen from 25 to 29, almost entirely in the later period; while Unaided schools have practically remained stationary.

Turning to Provinces. The large strength of Government schools in Bombay, the Punjab, the North-West Provinces, and Burma at once proves that these schools, comparatively few in number, are not maintained solely for backward tracts. Some of them are ordinary town

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schools; others are practising departments attached to Training schools. The low average for Assam, Bengal and Madras is characteristic of the difficulty of spreading education among backward races. The efficiency of Board schools in Bombay is shown by their high average strength (69), which is nearly double that in the North-West (37), where there are nearly as many schools, but little more than half the number of pupils. The Central Provinces have the same average strength as Bombay. Next comes Berar (57); while the strength drops to 46 in the Punjab and 44 in Madras, the only other two Provinces where Board schools are numerous. In the four Provinces where the Aided system is most developed (Madras, Bengal, Burma, and Assam), the average strength of an Aided school nowhere rises above 31 or drops below 28, showing that this class of school is just half as well attended as those in Native States. In the same four Provinces, where the Unaided system is also most developed, the strength of Unaided schools ranges from 17 in Bengal to 30 in Assam, the average being only one-third of that of schools in Native States. For schools of all classes, Bombay has an average strength (59) just double that of Madras or Assam (29 each); while the Central Provinces, coming next to Bombay, have an average strength (55) more than double that of Bengal or Burma (25 each). It is evident, therefore, that the Aided and Unaided systems, which are closely allied, do not produce schools numerically strong, whatever other advantages they may possess.

Primary Schools in Madras

In Madras, Primary schools are classified as Lower and Upper Primary, according to stage of instruction, the distinction being that the former have classes only up to the third standard, while the latter have an additional class for the fourth standard. It is calculated that a pupil ought to pass through each class in one year, after leaving the infant or preparatory class. The entire course would therefore take four years. The compulsory subjects are reading, writing, and arithmetic, which are, of course, taught in the pupils' vernacular, which may be English in schools for European boys. In addition, the courses of study embrace a large number of optional subjects: such as Kindergarten occupations, object lessons, free-hand outline drawing, a Second language, elementary science, geography, singing, hygiene, and (for Upper Primary schools only) history of India, agriculture, and mensuration. Instruction in these optional subjects is usually imparted in the pupils'

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vernacular. The Second language may be either English, or one of the seven recognised vernaculars which have been already specified in the chapter on Secondary Education (*ante*, p. 136) and instruction in English is given from the first standard upwards when English is taken up as an optional subject. The distinction between English and Vernacular schools is observed only in regard to the fee regulations. A standard scale of fees is laid down for English Primary schools under public management, while the levy of fees in Vernacular Primary schools is left to the option of managers. With a view to induce managers of "salary results" schools to teach some of the optional subjects, the scale of "results grants" has from time to time been raised. For Kindergarten occupations, object lessons, and elementary science, the grants were raised during the quinquennium to the scale fixed for the Second language; while in the fourth and higher standards drawing and agriculture now carry a higher grant than the Second language, geography, or history.

During the last five years Upper Primary schools have increased more rapidly than Lower Primary, partly because of more stringent requirements by the Department from the latter class. They now contain 38 per cent of the total number of pupils, compared with 32 per cent. Of the total number of 4,977 Upper Primary and 15,015 Lower Primary schools returned to 31st March 1897, only 1,388 and 268 respectively were entered on the permanent section of the general school list. Of the remainder, 3,458 and 11,904 respectively were temporarily recognised for purposes of grant, but have yet to fulfil the conditions of full recognition as to staff or accommodation. Of the total number of 10,337 Aided schools, 1,974 were under Mission management, besides 675 out of the total number (6,410) of Unaided schools. Of the total number of Government schools (189), one was a reformatory school, 23 were practising departments attached to Training schools, 15 were schools for Muhammadans in Madras city, and 151 were Hill schools in the Agency Tracts. The increase that has taken place in Government schools is confined to this latter class, which unfortunately have hitherto failed to reach the very people for whom they are intended. Out of a total of 4,528 pupils in these schools, only 676 belong to hill tribes or aboriginal races. The number of schools under Local Boards shows a tendency to decline, as the direct result of decreased expenditure, in obedience to an order of Government that one-half of the Land Cess should be devoted to

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communications. The number of schools under Municipalities likewise shows some tendency to decline. Of these schools, nearly one-half are intended for Muhammadans or Panchamas (low caste Hindus). The deficiency thus caused has been filled by a large increase in Aided schools, while Unaided schools hold their own. In these two last classes, schools of the Lower Primary grade largely predominate. While among Government schools, Upper Primary are nearly thrice as numerous as Lower Primary, and among Board schools more than twice as numerous, the proportion among Aided schools is 10 to 35, and among Unaided schools, 1 to 20.

In 1897-98, the total number of teachers employed in Primary schools in Madras was 25,101, for 19,992 schools. Excluding headmasters, *pandits*, gymnastic instructors, and drawing and writing masters, the number of general teachers was 21,454, of whom 2,994 held trained teachers' certificates, 667 untrained teachers' certificates with two years' service, 4,825 general educational certificates with five years' service, and 4,167 held no certificates but had served for five years in recognised schools. The number of teachers not qualified under the Educational Rules either by certificate or by service was 8,801. "Every endeavour is being made to reduce still further the proportion of unqualified teachers, but the improvement can only be gradual."

With regard to the means for further extending Primary education, the Director quotes the following from his Report for 1895-96:

> "The charge for the Lower Primary education of boys, except in Municipalities and the Agency Tracts, is a liability on Local Funds. Unless, therefore, Local Boards are able to assign an annually increasing allotment for education, it is futile to expect any large extension of the sphere of Primary education. Missionary and philanthropic societies and public-spirited citizens cannot be expected to open new schools when, owing to diminished grants, they find a yearly increasing difficulty in supporting the schools already opened; and parents, even if they have the means, cannot be depended on to pay fees sufficiently high to cover the cost of a school. Far from being able to assign annually increasing sums for education, several Local Boards have, as a matter of fact, been led to reduce the allotment for education, with a view to give effect to the express orders of

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Government to assign 50 per cent of the Land Cess collections to communications. [A table shows that the Local Board budget for education was reduced in four years from Rs. 6,15,750 to Rs. 5,44,320 under Primary schools, and from Rs. 2,36,310 to Rs. 2,24,320 under "salary and results grants."] If the provision for Primary education is thus to be left to the tender mercies of Local Boards without any definite understanding, I foresee that its progress will be checked and impeded. How different is the spectacle presented by other civilised countries in this respect! . . . There are those who think that elementary education should be made compulsory and free in this country. But it seems to me that such a proposal is not at present within the sphere of practical politics, seeing that we are hardly able to carry on efficiently the number of Primary schools necessary to accommodate only one-fourth of the children of school age. One of two courses occurs to me as of practical moment: either that a special allotment from Provincial Revenues for elementary education should be made to supplement the Local Board allotment, or that a special educational cess should be imposed, local unions being organised for the purpose."

Primary Schools in Bombay

The Director for Bombay, while admitting that the general course in Board schools is correctly described as "a portion of instruction leading up to the University," is careful to point out that there are special standards for rural schools, five in number and complete in themselves, which are simpler than the ordinary Primary standards, and profess to give a fair education in reading, writing, and arithmetic, with some slight knowledge of geography and history. The Department further recognises, in Chapter IV of the Grant-in-aid Code, any school in which some useful secular knowledge is imparted. Such schools are largely aided in Sind and elsewhere, and are encouraged to adopt the regular standards prescribed in Chapter V of the Code. The final standard of the Primary course differs slightly from that set up as the test for admission to the lowest grades of public service. The standards of the Department contain the usual subjects, together with a Sanitary Primer, Euclid, and poetry; while the public service test omits Euclid and poetry, but adds mensuration.

The few Government schools, which have been reduced in

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number from 31 to 9, are in most cases attached to the Training colleges maintained by Government. Board schools still form the strength of the Bombay system. Though they have fallen slightly in number, the pupils in them have increased, and would have increased still more had it not been for the plague. The decline in number is attributed partly to the combined effects of plague and famine, which closed many schools before the end of March in 1897; and partly to the effort made by the Department in 1894 to improve the pay of the lower teachers. The decision that the minimum pay for an assistant should be Rs. 7 a month, and for a master in separate charge Rs. 10, led to an increased expenditure on the part of District Boards, and induced them to abandon some of their less prosperous schools. Board schools are of two kinds, according as they are maintained by District or Municipal Boards. The former, sometimes known as "cess schools," are really managed by the Department, but maintained out of the Local Cess levied as an addition to the land revenue in order to provide for public works as well as education. This source of income is augmented from Provincial Revenues, the object aimed at being to give a grant-in-aid to each District roughly equal to one-third of its total expenditure. "Unfortunately, the total receipts are rarely sufficient to provide for the wants of a District; and as the cess is fixed by law, the revenue is inelastic while the desire for education grows." Fee receipts form a very small portion of the total revenue; and to raise the fees largely would be unpopular with those who are already paying an educational tax. In Sind most of the schools are entirely free. The Department encourages the opening of Aided schools in villages with no "cess school" of their own; but few educated persons are found to undertake the risk of the profession of independent schoolmaster, and the villagers naturally expect that the cess which they pay should be spent on themselves. "Still there is a prospect of the development of Aided schools in Local Board areas; and eventually we may see the 'cess schools' located in the largest and most central villages, and forming model schools to the Aided schools around them." Municipal Board schools, on the other hand, are both managed and maintained by the Municipalities, assisted by a grant from Provincial Revenues. There is a good deal of difference of opinion as to the success of these schools, one of the unsatisfactory features of municipal management being the tendency to reduce the salaries of masters and to economise all educational expenditure. But the Director states that "a long experience

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has convinced me that on the whole the tendency is towards improvement, and that the Municipalities manage their schools with greater intelligence and ease than they did ten years ago." With regard to both classes of Board schools, he adds:

> "Finally, the liberality which Government has been able to exercise in building grants has given a great stimulus to the erection of Primary school buildings under District and Municipal Boards; and it may be claimed for the average Board school of the Presidency that it is housed in a well-built and a well-ventilated building, usually situated in an open space with a playground, that it is properly supplied with all requisite apparatus, and taught by a staff of whom the headmaster at least has passed through a Training college."

Both Aided and Unaided schools, which are frequently situated in large towns, suffered severely from the plague and the famine. With regard to Aided schools the Director writes:—

> "Our Code shows how simple are the rules of aid for the most elementary schools; and there is practically nothing to prevent the expansion of a very large Aided system, except (1) the supply of teachers and (2) the money to pay grants. At present we are not at the end of our funds; and up to the end of 1896-97 no school has been refused registration which seemed likely to be of any value as a means of secular education. There are, of course, numerous Aided schools under recognised agencies, such as Missionary bodies and Educational Societies, which are thoroughly well established and efficient. But this cannot be said of many of our Aided schools which are managed by individuals in towns or villages, and which are often inefficient and ephemeral. The Department gives encouragement and hopes for improvement, but is often disappointed, and has to withdraw aid from a school which shows no vitality and makes no effort towards efficiency. Thus, the glowing account of the Mulla schools in Sind, quoted in Mr. Nash's Review, must be largely discounted by the results of subsequent experience."

Again, with regard to Unaided schools, he writes:—

"The number is small for the reasons given above, and some of

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the schools in question are Unaided because they do not require aid and are unfit to receive it. That class of schools called 'unrecognised' [*i.e.*, Private elementary institutions] has received the special attention of the Department, but some of these are hardly to be located at all. Thus, in Gujarat itinerant teachers go from village to village, teach the multiplication tables, and move on; and the school, if it can be so called, disappears after an existence of three or four months and reappears elsewhere. Another class of 'unrecognised' school is that which exists in towns, where the master teaches according to old indigenous methods, and does not wish for interference or aid; but his curriculum probably extends only to the *ankhs*, and his boys enter the recognised schools afterwards."

His remarks upon the further extension of Primary education are in the same strain:—

"It is sufficient to say that, if funds were available, there might be a very large extension of Primary education; but both District and Municipal Boards are administering revenues which are practically fixed, and which can only be expanded by larger grants from Provincial Revenues, by higher fee rates, or by increased taxation. These two agencies mainly provide for Primary education; and as no large increase is to be expected from the three sources mentioned above, it becomes obvious that either the cost of existing schools must be reduced, or the number of schools cannot be largely developed. But to reduce the cost of schools would be to sacrifice their efficiency, and the Bombay system has always contemplated schools which are real agents of education. Missionary enterprise in some towns and districts plays a large and useful part in developing education. But this is an agency which is limited, and deals usually with special classes; and, as stated before, much cannot be expected from the enterprise of the independent schoolmaster. In fact, the further development of Primary education in this Presidency is one of the most difficult problems of the future, which has to be faced with an empty exchequer and a population impoverished by famine and disease."

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Primary Schools in Bengal

Primary schools in Bengal, as in Madras, are classified as Upper and Lower, according to the standard of instruction. With regard to the character of Primary education, the Director writes:—

> "The double aspect of Primary education, as being the final stage of instruction for the vast majority of the people and the initial stage for a small minority, leading up eventually to the University, has always been fully recognised in Bengal. Leaving aside the Primary departments of Secondary schools, in which the course of instruction is specially designed to fulfil the latter object, the existence of two distinct classes of Primary schools, Lower and Upper, serves admirably to answer this dual purpose. For while the former class of schools aims at teaching the elements of reading and writing, with such simple lessons on objects and agriculture and such simple rules of arithmetic and land measurement (mostly in the indigenous way) as will enable the peasant to look after his own interests, the course of instruction in the latter has been so assimilated with the Middle school course above and the Lower Primary course below as to remove all possible difficulty on the part of the learner in passing through it from one to the other. It is in these Upper Primary schools that boys first come in contact with the elements of history, geography, geometry, and science. Nor is the knowledge of country arithmetic and land measurement which they have learnt in the lower classes neglected; for these subjects again find a place, though in a more systematic shape. The interests of the 'vast majority,' again, are not at all lost sight of, either in the Primary departments of Secondary schools or in the lower forms of Upper Primary schools. For in the former nearly the full lower course is taught, with slight modifications and the addition of English generally; and in the latter the lower course whole and entire is compulsory, up to the third class, so that no boy is allowed to reach the upper forms without passing an examination in this standard."

Statistics for Upper and Lower Primary schools were not given separately in 1891-92; but on comparing 1896-97 with 1895-96, it would seem that Lower Primary schools are tending to diminish in

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numbers, though they still contain 87 per cent of the total number of pupils.

It has already been stated that the total number of pupils in Primary schools in Bengal has increased during the five years by 11 per cent. The increase is common to all the Divisions, except Chittagong, Orissa, and the Tributary Mahals. In Chittagong the decrease is attributed partly to the discontinuance of the practice of giving rewards for furnishing the annual returns, which has caused schools of inferior organisation to neglect to furnish them; and partly to the enforcement of a system of minimum reward, under which those Koran schools which profess to teach Bengali are excluded from any reward in case they fail to earn the minimum of Rs. 5. The loss in the Tributary Mahals is due to the separation of Angul and the Khondmals, which were formed into a District attached to the Orissa Division in 1894. Notwithstanding this addition, Orissa has lost during the five years 11 per cent of its Primary schools and 5 per cent of the pupils attending them, owing, it is said, to the "impoverished condition of the agricultural section of the population," brought about by the failure of the crops. So unstable is the condition of Primary schools in outlying tracts of Bengal.

Government schools have increased from 5 to 23. But this is due to the opening of 18 new schools in Angul, for the benefit of the non-Aryan Khonds, "who used to propitiate the Earth-goddess with human sacrifices until the administration of Lord William Bentinck." Only one of this class of schools is kept up on different principles: that at Dehri-on-Sone, for the children of the men employed in the Public Works workshop.

Board schools have increased from 13 to 18, there being now 8 maintained by District Boards and 10 by Municipalities. Of the former, 5 are intended for the children of the tribes occupying the skirts of the Garo Hills. As might be expected, Municipal schools are much better attended of the two, with an average strength of 61 pupils, compared with only 23 pupils for District Board schools.

Aided schools have decreased in number from 39,436, to 36,709, though the pupils attending them have increased from 963,709 to 1,012,757, and their average strength has risen from 24 to 28. This decrease in number of schools has arisen from two causes. In the first place, there has been the healthy process of elimination of weak schools, through their failure to earn even the small minimum of Rs. 5

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on the results of the annual examinations—"a step which has conduced to a large extent to the consolidation of our Primary system, by preventing waste and adding to the income of the deserving in consequence." In the second place, all those schools which get nothing but a small registration fee of 8 annas or Re. 1 for submitting the annual returns are no longer classed as Aided, but as Unaided. Aid is given either in "stipends" or by "results," or by a combination of both. "Stipends," or fixed monthly grants, are intended for backward tracts, such as Chota Nagpur; or where the conditions of living are exceptional, as in Calcutta; or where a school has established a special claim on public support, as a successful Upper Primary or a *pathsala* with 20 girls. Payment by "results" is made according to success at examinations in three standards, subject to a maximum which has been fixed at varying rates according to local considerations. The mixed system is where small stipends are given to a school which is also allowed to earn grants at the examinations; and it is found that the hope of earning this extra reward stimulates the activity of the stipendiary teacher. A fourth mode of aid, known as the "advance" system, has recently been introduced. It is a sort of compromise between the two first systems; and it was hoped that it might eventually supersede the system of "stipends," but it has not altogether realised expectation. According to this system, a retaining fee of from Rs. 3 to Rs. 6 a quarter is paid in advance to such Lower Primary schools as are neither so backward as to be entitled to a stipend nor so well-established as to be independent of it, the advance being afterwards deducted from the grant earned at the examinations.

Unaided schools have increased from 9,123 to 12,900, or at the rate of 41 per cent; and the number of pupils in them has increased from 159,330 to 229,551, or at the rate of 44 per cent. Their average strength has only risen from 17.4 to 17.8. This increase is, of course, the converse of the decrease already accounted for under Aided schools. The great majority of these schools exist in the hope of ultimately getting aid from Public Funds.

With regard to the further extension of Primary education, the Director merely states that "want of funds is the complaint everywhere," and quotes from a resolution of the Bengal Government, dated 1888. He adds: "Provincial Revenues are hardly capable of any large expansion in the near future, and so it is with Local Funds. The Municipalities also are generally paying what they can, if we except

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Calcutta, whose distressingly small educational grant (Rs. 3,000 only for Primary education, out of an income of about half-a-crore) has been commented on more than once. It is in rural tracts, and especially in backward districts, that much remains to be done."

Primary Schools in the N.-W. Provinces and Oudh

In the North-West the entire system of Primary schools was profoundly affected in 1896-97 by an additional grant of Rs. 75,000 to District Boards, sanctioned by the Lieutenant-Governor Sir Anthony MacDonell "for expenditure on the advancement of Primary education, in which this Province is so backward when compared with other parts of India." It was suggested that this grant might advantageously be devoted, in whole or part, to assisting private enterprise to open new schools; but District Boards were not prohibited from using the money on the schools already existing under their own management. The general result was that Aided schools, which had steadily sunk in number during the four previous years from 106 to 54, sprung up at a bound to 1,490, and the pupils in them from 3,149 to 36,089. The proportion of pupils in Aided schools to the total number of pupils in Primary schools thus shows an increase during the quinquennium from 5 to 20 per cent. But the system of Primary education in the North-West still remains based upon Board schools, which likewise obtained some benefit from the additional grant. During the five years, the number of these schools increased from 3,989 to 4,450, and the number of pupils in them from 138,421 to 163,333. These figures are specially satisfactory, in view of the fact that some portion at least of the Province suffered severely from famine in the last year of the period. The increase is entirely under the head of Lower Primary schools. Upper Primary schools have fallen in number from 2,441 to 2,284, owing to the reduction in grade of many which were not properly equipped for the Upper stage. Nevertheless, the number of pupils in the Upper Primary stage has risen slightly—from 22,378 to 23,042, testifying to larger classes, though the average number in each Upper Primary class is still only about 5, "which is far too small to admit of business like arrangements or satisfactory work." Unaided schools hardly exist in the North-West. The number returned for 1896-97 is only 25, with 834 pupils.

Out of the additional grant of Rs. 75,000 made in 1896-97, only Rs. 51,738 was actually expended during the year, of which less than

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Rs. 28,000 was devoted to Aided schools, the rest being utilized in opening new Board schools.

> "The method of procedure differed in different Districts. In some, grants were given to existing Indigenous schools; in others, these schools were, after inquiry, considered to serve no useful educational purpose. For the most part, persons have been encouraged to open new schools, in the prospect of eking out the small grants by contributions from *zamindars* and others. In some cases, fees are looked to to make up for the want of such contributions. In some Districts, great care has been taken in selecting teachers for the new Aided schools; in others, it is to be feared that the teachers are not competent for their work. In many Districts, a part of the allotment was devoted to opening new Board schools: and in one case, owing (it is said) to the absence of any desire for education on the part of the people, and to the consequent difficulty in getting anyone to open grant-in-aid schools, the whole of the money was spent in this way. In these schools, the whole of the expense falls upon the Board, and therefore the return in number of pupils for the money spent is not so great, but the immediate return in the shape of quality of results is no doubt more satisfactory. But there is no reason why Aided schools should fall behind State schools in the quality of their work. They can, with care on the part of the Boards, be got to work gradually to the same standard of efficiency as is prescribed for State schools. But to make sure of this, there must be rules, judicious and not harassing, which the Boards and the schools alike should be required to observe. In places where the public interest in education is so weak that nothing can be got out of an attempt to encourage private enterprise, it may be taken that the expenditure of public money upon Primary schools under public management, being the only way left to advance education, is not only allowable but necessary."

The reports from the several Districts on the results produced by the additional grant vary much in character. But some of them are interesting enough to merit quotation. Here is a favourable one from Sitapur, in Oudh: "The main feature of the year's work was the opening of 69 Lower schools. They are a kind of 'hedge-schools.' The teachers

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are paid Rs. 2, and allowed to make what they can out of fees. The *zamindars* sometimes supply an outhouse, and sometimes the schools meet under a tree. They were not in full swing until the last half of the year; and it is satisfactory to find that the number of pupils on the rolls on 31st March was 1,790, or 26 per school. It must be remembered that, owing to the famine, the year was as bad a one as could have been chosen for the experiment, inasmuch as the teachers have been unable to collect any fees to give them an incentive to push on the schools, and the attendance has no doubt been diminished by the same cause. In the course of his cold-weather tour, the Deputy Commissioner visited a good many of these new schools, and they seemed to be doing useful work. With a little help towards building they will do well. In one case the school was held in a good substantial shed, with a raised plinth of about two feet. The cash cost of erecting this was given as Rs. 7. Of course, the *zamindar* had helped with the materials." In Farukhabad the allotment was Rs. 2,000, out of which Rs. 528 was spent on State schools, and Rs. 725 on Aided schools. The number of new Aided schools opened during the year was 41, with 624 pupils; and the amount of contributions from other sources was Rs. 1,011. Muttra had no share in the grant; but many applications for grant-in-aid were received, which had to be refused for want of funds. "Some of the *zamindars* have promised to contribute six months' pay of the teacher." The Assistant Inspector for Benares remarks that "these schools are becoming very popular, chiefly because they are not bound to follow strict rules and regulations, and the boys are not required to devote their whole time to study, so that they can give help to their parents in agricultural work as well." To this the Director rejoins, that "even in State schools an attendance of not more than three hours a day is prescribed in Lower Primary classes, though the District Boards exact more." One of the Inspectors writes: "Some of these Aided schools teach Arabic or Persian, others Sanskrit; the rest teach Urdu or Hindi, with a little arithmetic. With the exception of the teachers of advanced schools, who are said to be good scholars, most of the teachers in the remaining Aided Indigenous schools were brought up in a similar class of schools, and cannot therefore be considered very efficient. As regards the Arabic, Persian, and Sanskrit schools, the grant is simply an unlooked-for bounty, which will add neither to their popularity nor to their efficiency." Another Inspector says: "The teachers employed in Aided schools are, broadly speaking, men of inferior attainments and

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not up to the mark. The reason of this is that they receive very low salaries, and no doubt often do not get even what they are entered as receiving. Some managers seem to think that they are themselves entitled to a portion of the grant-in-aid as a reward for having opened a school. The registration of pupils cannot be wholly relied on in this class of schools, as the amount of grant depends solely on this. It is, therefore, indispensable that the schools be frequently inspected; and this can only be done if the inspecting staff is increased. On the whole, the award of grants has given the schools more stability, and they are at least doing something towards popular education."

Altogether, it may be said that the experience of less than twelve months leaves the experiment in an interesting stage. It is evident that two conditions are necessary for its permanent success. First, that the additional grant should at least not be reduced. Concerning this the Director makes the ominous remark: "Circumstances have, unfortunately, made it impossible for the Government to increase the special grant this year. Hence, the majority of Districts, having committed themselves to expenditure on a higher scale than they can now keep up, find themselves in difficulty, and the only course now open to them is to close a large number of schools which have been called into existence for a few months only, and which have swelled our returns of pupils under instruction just for the present year. Money so spent can only be regarded as unfortunately wasted." The other condition required is that the inspecting staff should be largely increased; "otherwise the efficient inspection of the schools, which is of the greatest importance if they are to be made worth maintaining, is altogether out of the question."

Primary Schools in the Punjab

In the Punjab the number of Primary schools has increased during the five years from 1,731 to 2,452, or at the rate of 42 per cent. But a large portion of this increase is nominal, being due to the fact that Indigenous and other elementary schools examined for grants, which were formerly returned as Private institutions, are now included in the list of Public Primary schools. This accounts for 639 of the additional schools under the head of Aided and Unaided, chiefly the former. As only 582 Indigenous and other elementary schools were returned as examined for grants five years ago, the real number of new schools in the present returns is 139, of which 46 are Board schools, and 93 Aided

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or Unaided. One result of the new classification is to increase the proportion of Aided and Unaided schools from 4 per cent of the total to 31 per cent.

The number of pupils has increased from 88,900 to 108,286, or at the rate of 22 per cent. The average strength of each school has thus fallen from 51 to 44, the increase in pupils being entirely confined to Aided and Unaided schools, while Government and Board schools together have lost 5,550 pupils. This is explained partly by stricter enforcement of the fee rules, partly by relaxed efforts on the part of village officials, and partly by the scarcity that prevailed in the last year. Of the total number of pupils, 16,665, or less than one-sixth, were in the Upper Primary stage; but the increase at this stage has been proportionately higher than at the Lower Primary. Adding the pupils in Secondary schools who are in the Primary stage, the aggregate of Primary pupils is 147,193, of whom 63,622, or 43 per cent, are returned as agriculturists. In Primary schools alone the proportion of agriculturists is just one-half.

The Director is of opinion that the encouragement of Indigenous and other elementary schools, by the offer of grants on easy terms, is the cheapest and readiest means of further extending Primary education. The number of such schools examined for grants has risen in five years from 582 to 639; but the number of pupils in them has slightly declined, from 23,607 to 23,281. This decline is attributed partly to the prevailing distress, and partly to a retrenching policy on the part of some District Boards, which have reduced the grant rates. While the number of passes in all standards above the lowest has largely increased, the total amount earned in grants has hardly increased at all. The average is Rs. 1-10 per pupil, compared with a cost of Rs. 3-11 from Public Funds for each pupil in Primary schools generally.

> "The advantage of an addition of 23,281 pupils to the number of those receiving a useful elementary education must be regarded as very great. It is stated by the Delhi Inspector that very few of the pupils of these schools, so far as can be discovered, continue their education further by joining the ordinary schools, and that, consequently, a species of elementary education is being fostered, which is very much needed; and this is, undoubtedly, a further important advantage rising from the plan of helping these schools.

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On the other hand, the organisation, discipline, and type of instruction in these schools, though improving, are still low; and as Mr. Bell remarks, 'the teachers employed are of an inferior calibre, who keep their attendance registers in an unreliable way, and the influence of such men on their pupils cannot be altogether wholesome.' But the watchful guidance of the District Inspectors, and a helpful kindly attitude towards them, will, it is hoped, gradually lead to their improvement."

On the other hand, the schme of *zamindari* schools, started in 1886 for the special benefit of the agricultural classes, is now admitted to have resulted in failure. This scheme assumed that the ordinary Primary schools were not suited to the villagers, and that all these really needed was a little instruction in reading, writing, and arithmetic (the last according to native methods). And, to prevent the boys from getting out of touch with field occupations, it was provided that they should attend for one period only in the day, in the morning or evening. The scheme was introduced under favourable auspices, including the special interest of Government officials and men of influence; and a good deal was expected of it. For some years it seemed to prosper, except that the half-time element was generally disliked. But from 1893—that is, the Inspectors say, from the time the people began fully to realise that it led to nothing beyond—the scheme became unpopular, and the schools have been on the decline ever since. Despite the conversion of 23 Aided Indigenous schools into *zamindari* schools in one District, the total number of these schools is only 213, with 6,940 pupils, showing practically no increase. The reports of the Inspectors are altogether unfavourable. The schools are described as unpopular, "least appreciated by the people in the respects that were supposed to be most adapted to their requirements," and continuing to exist only on account of official favour. Accordingly, as individual cases arise, sanction is now given by the Department to the conversion of *zamindari* schools into Primary schools of the ordinary type.

Local bodies are empowered to establish branch schools or classes for instruction in Gurmukhi, the old vernacular language of the Sikhs, in which their sacred books are written. But there are altogether only 22 such classes, with 684 pupils, of whom about one-half are Sikhs, showing an insignificant increase.

The Director states that the standards of instruction have been to

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some extent modified during the last five years, particularly by the introduction into each class of a course of object lessons, by introducing mental arithmetic into the Primary examinations, by the adoption of improved Urdu copy books, and by raising the standard of calligraphy in the second Primary class. The character of the instruction in all the classes is said to have improved considerably, mainly owing to the increase of trained teachers, and the higher aims which the newly trained men set to themselves. Physical training has made a marked stride, the drill having exercised a beneficial effect on the class movements and discipline. The housing of many of the schools is still defective; but things are much better in this respect than they were five years ago. The necessary simple furniture and appliances are usually fairly well supplied, with the exception of the apparatus for teaching practical mensuration. The opening of School Post Offices has been widely extended, to the benefit of the public and without injury to education. The Jullundur Inspector refers to an interesting experiment, in the direction of practical education, in the Hoshiarpur District, consisting of an itinerant teacher employed to give instruction in *patwar* (accountant) work to the senior boys of a few select schools. The Delhi Inspector notices with satisfaction that more boys than formerly are now content to remain at their homes and their hereditary callings after passing the Upper Primary Examination, "which is not only a hopeful sign for village education, but must be a decided gain to the community affected."

Primary Schools in the Central Provinces

In the Central Provinces, the last five years have witnessed a rapid advance in Primary education, particularly in the Native States, which would have been yet more marked had it not been for the effects of a prolonged drought culminating in severe famine. In British Districts alone, the number of schools has increased from 1,359 to 1,880, or at the rate of 38 per cent, and the number of pupils in them from 75,987 to 103,136, or at the rate of 35 per cent. The results of famine are shown by a loss of 6,685 pupils in the last year of the period, when many schools were only kept open with difficulty. In Native States the increase has been yet larger and also continuous, schools having nearly doubled in number, while pupils rose by 41 per cent. Government schools have fallen from 121 to 29, through transfers to District and Municipal Boards, which also explains the growth in Board schools

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from 659 to 762. Aided schools have just doubled in number, while the pupils in them have more than doubled, and now form 44 per cent of the total, compared with 30 per cent five years ago. Unaided schools likewise show a fair increase, from 76 to 98: but their number is subject to fluctuations. The average strength of each school shows practically no change, remaining at the comparatively high figure of 56 for the entire Province.

These favourable results are directly due to an additional grant of Rs. 50,000 from Provincial Revenues, which was sanctioned in 1893 by Sir A. MacDonell, then Chief Commissioner, for encouraging the extension of Primary education. This was distributed in various amounts among the District Councils, which, under the advice of the Department, made good use of the money by opening in two years no less than 470 new schools in places where there was a demand for them. They were established on what is known as the "combined" system, which is a combination of the "fixed grant" and "results" system. The latter system is unsuitable for backward tracts, as the master has to depend on the money he may earn in an annual examination, which necessarily varies and, in a time of distress or the prevalence of epidemics, may possibly amount to nothing at all. On the "combined" system, the master receives a small fixed monthly grant, varying according to his qualifications from Rs. 4 to Rs. 6, by way of subsistence allowance, while the offer of a "result grant" in addition gives him a stimulus to exertion. The system is certainly economical, and it has on the whole proved a success. Its popularity is attested by the readiness with which the people have come forward to provide school-buildings, apparatus, etc. The main difficulty that the Department had to contend with was the provision of an adequate teaching staff for the new schools, the existing Normal schools being quite unequal to the demand. To meet this want, a system of attaching training classes to selected Vernacular Middle schools was devised, bonuses being offered to the head-masters who succeeded in passing students by the Teachers' Certificate examination. This plan has served its purpose so far; but as the supply of teachers trained in Normal schools increases, it may be possible to recruit from the source for "combined" system schools. Another serious difficulty was to supply the new schools with suitable buildings. When first started, they were accommodated in verandahs of the houses of *malguzars* (landlords), and in huts of the rudest description. The process has been a slow one:

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but private subscriptions, supplemented by grants from Local Funds, have enabled the Department to provide a large majority of the schools with buildings.

When starting new schools, the Department took advantage of the occasion to simplify the curriculum, with the view of popularising education. "It had been remarked that the progress of education in rural tracts was to some extent retarded by the unpopularity of the schools, which was attributed to the excessive number of subjects taught and the long hours of study. The opinion was expressed that the children of agriculturists would come to school more readily, if the number of subjects were curtailed and the hours of attendance reduced, so as to admit of their assisting their parents for part of the day in field-work." Accordingly, a simplified curriculum was sanctioned for rural schools. The compulsory subjects are reading, writing, arithmetic, and geography; the optional list consists of grammar, object lessons, and elementary science, Kindergarten and manual training, and drawing. The hours of attendance have been reduced, from a total of six, to three in the morning and two in the afternoon. Pupils in the two lower classes are required to attend in the morning only; and school committees are further empowered to exempt pupils in the two higher classes, being children of agriculturists, from attendance in the afternoon. In this arrangement the importance of agriculture and sanitation has not been overlooked. The revision of the vernacular text-books was taken advantage of to incorporate the Agricultural Primer and the "Way to Health" in the Third and Fourth Readers, thus securing the study of these subjects as part of the ordinary reading lessons. In relegating drawing to the optional list, nothing was lost, as the former practice is still followed of encouraging instruction in drawing where the master is competent to teach it. Regarding fees, "the stumbling block of the rural school," the levying of them is left to the discretion of managers in Aided schools not connected with schools of a higher grade. As regards Primary schools not situated in rural tracts, no alteration has been made in the curriculum, "as it was felt that the children of traders, artizans, and others in considerable towns require an education of a somewhat wider kind than is suitable for agriculturists and labourers."

School gardens, the main object of which is to provide boys with useful and healthy occupation out of school hours, form a special feature in the Central Provinces. The provision of small libraries has also received attention. School conferences for games and sports are

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held at the headquarters of most Districts, and at some of the centres for the Upper Primary Examination. "The value of these conferences, in stimulating the intelligence of the masters, in creating a healthy emulation between school and school, and in promoting physical training, cannot be over-estimated."

Primary Schools in Burma

The system of Primary education in Burma is peculiar, and is nowhere explained in the Provincial Report. According to General Table 3, which has been followed in all the statistical tables of this Chapter, the total number of Public Primary schools in Burma decreased in five years from 5,946 to 4,688, or at the rate of 21 per cent; and the number of pupils in them decreased from 128,554 to 119,250, or at the rate of 7 per cent, showing some improvement in the average strength of each school. The decrease is entirely under the head of Unaided schools, which have fallen in number from 4,397 to 2,158, or by more than one-half; while they now contain only 35 per cent of the total number of pupils, compared with 59 per cent five years ago. This results is evidently due to a change of system, by which nearly half this class of schools have been relegated to the category of Private institutions. Some, however, seem to have been raised to the Aided list, where the number of schools has risen from 1,544 to 2,527, and the number of pupils from 52,917 to 77,802.

The Director, in his Report, adopts a different system of classification, and he throughout compares the figures for 1896-97 with those for 1892-93, as being the last and first years of the quinquennial period. He arranges the Primary schools under inspection in three classes: (1) Public schools under public management, (2) Public schools under private management, and (3) Indigenous schools, for Burmese, Karen, Muhammadan, Tamil, and Kachin pupils. Then he proceeds to give, not the number of pupils in these schools, but the total number of pupils in Primary stages, including those to be found in the Primary departments of High and Middle schools. According to this classification, the number of Primary schools under inspection has increased in four years from 4,640 to 5,192, or at the rate of 12 per cent; and the total number of pupils in Primary stages has increased from 127,596 to 143,824, or at the rate of 13 per cent.

The number of Public schools under public management has risen from 21 to 22, through the opening of an Anglo-Vernacular school at

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Minbu. "Sanction was accorded for another school; but as private enterprise may step in, it is not proposed to open it at present." Public schools under private management have risen from 74 to 88, or at the rate of 19 per cent, which is stated to be "an indication that the desire for an English education is growing." It would seem, therefore, that these two classes of schools are both Anglo-Vernacular; and we are told elsewhere that English is taught from the first standard upwards.

The number of Indigenous Burmese schools has risen from 4,061 to 4,486, or at the rate of 10 per cent. For Upper Burma alone, the rate of increase is 25 per cent. In Lower Burma, on the other hand, there is a slight decrease, owing to the application of a stricter test in 1894-95, which resulted in the transfer of many institutions from the Public to the Private list. While the number of these schools in Rangoon town remains the same (69), the pupils have dropped from 4,401 to 2,876. This is explained by the Director as partly due to the general desire for an English education, and partly to the disposition of the poorer classes to patronise unrecognised and inefficient schools, where lower fees are charged or sometimes none at all. More than half of these Indigenous Burmese schools are monastic, being under the charge of Buddhist *pôngyis* (monks). It is stated that a great change has recently come over the *pôngyis* in their attitude towards secular instruction. Some of them are now to be found in the list of certificated masters. "The ordinary lay school manager [= master] is not unfrequently a man who is unable to earn his livelihood in any other way. He opens a school and is always sure of a certain amount of support, however incompetent he may be. . . . In small and poor villages, we must be content with a master of an inferior kind, especially if he be a native of the place, because of the impossibility of a stranger making a livelihood." the proportion of certificated teachers in Indigenous Burmese schools is less than 1 per cent of the total. In order to increase the supply, the pupil-teacher system has been introduced. "The scheme has been taken up heartily; and though a little difficulty has been found in retaining boys, this will be got over as soon as managers [masters] exercise discretion in selecting their candidates. Provision has been made for the proper instruction of the pupil-teachers during the three years of their apprenticeship. They are only allowed to teach for three hours a day, the rest of their time being given to private study." Aid is given on the "results grants" system, which is described as "the mainstay of Indigenous schools." "It is fully appreciated by managers [masters],

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and stimulates them to good work." In Upper Burma, grants are paid for passes in Burmese only; "and this has had the effect of bringing many schools, chiefly monastic, on the list of Public schools, which would otherwise be classed as Private." the Director complains of the frequency with which *pro ratâ* reductions are made from the grants. "Managers [masters] look forward to getting what they have earned, but disappointment is often the result." It appears that the total amount earned increased in four years from Rs. 95,965 to Rs. 1,79,971; while the total amount paid only increased from Rs. 73,674 to Rs. 1,21,238. To this it is replied in the Resolution of the Lieutenant-Governor: "The reduction was, however, unavoidable . . . The amount spent on Primary education must be conditioned by the funds available; and if the District Cess Funds, while setting aside a proper share of their incomes for educational purposes, are unable to meet the demands for "results grants' to Primary schools, the Lieutenant-Governor is of opinion that the scale of these grants must be reduced. His Honour is prepared to grant Provincial aid in special circumstances and for poor Districts, but not for rich Districts like Thôngwa." The supplementary system, known as the "temporary salary grant," was freely used at the beginning of the period; but it is now rarely given except at the lower rate of Rs. 10 a month, and then for one year only. The money thus set free has been employed in extending the pupil-teacher and Itinerant teacher system. The latter system was started in Upper Burma in 1895, and was extended to Lower Burma in the following year. As a rule, one Itinerant teacher has been appointed to each township, to spread vernacular education. "Those who receive the chief benefit are *pôngyis*, many of whom are willing to teach arithmetic and geography, but do not understand English methods. As the number of schools needing attention increases, and funds become available, more Itinerant teachers will be appointed." The present number is 159.

The other Indigenous schools—for Karens, Kachins, and Tamils—will be considered later, in connexion with the education of special classes, in Chapter XII.

Primary Schools in Assam

The system of Primary education in Assam closely resembles that in Bengal. It would seem, however, that the curriculum is somewhat more simple, not including either agriculture or elementary science; while the larger proportion of schools under public management is to

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be explained by the backward condition of the population in the Hills.

During the last five years, the most interesting feature is the appearance of the Native State of Manipur, with 8 Primary schools, entirely supported out of the revenues of the State, and 354 pupils. The number of Government schools has fallen from 35 to 17, owing to the transfer of the Kachari Mission schools in Darrang to the Aided list. Those that remain are all in the Naga and the Garo Hills. Board schools have fallen slightly from 1,155 to 1,125, chiefly due to the transfer of some of the stronger schools to the Aided list. They are of two classes: (1) "maintained" schools, in backward tracts, which are entirely supported by fixed pay; and (2) "combined" schools, which are supported by a small fixed grant, supplemented by rewards earned under the system of payment by results. Aided schools have risen from 889 to 1,445, or at the rate of 62 per cent; the pupils in them now form 55 per cent of the total number of pupils, as compared with 41 per cent five years before. These schools also are of two classes: (1) those which are under the management of Missionaries; and (2) those under private management, which are aided under the rules for payment by results. Those in the various Hill Tracts (excepting certain Mission schools on the edge of the Hills) are aided out of Provincial Revenues; all others are aided by Local Boards. Unaided schools have risen from 138 to 192. These are adventure schools, aspirant for Government aid. The Indigenous schools in Assam are unimportant, consisting chiefly of Koran schools, which hardly deserve the name.

Primary Schools in Coorg

The system of Primary education in Coorg closely follows that in Madras, so far as the curriculum of studies in concerned; but it differs in the large proportion of schools that are managed by the Department. No material changes have taken place during the last five years, except the institution of a Primary Examination, the cost of which is entirely met out of the fees paid by the candidates. In 1896-97, the total number of Primary schools for boys was 74, of which 63 were Government schools, 7 were Board schools maintained by Municipalities, and 4 were Aided schools maintained by Missions. According to the languages taught (adding two girls' schools), 3 are classed as English, 69 as Canarese (the vernacular of the Province), 2 as Hindustani (which may be called the vernacular of Muhammadans throughout India), and 2 as Tamil (the vernacular of immigrants from the south of Madras).

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Nearly all the teachers employed are said to be passed and trained men. There are no Unaided schools in Coorg; and it is stated that the number of Private institutions fluctuates considerably from year to year. Finally, the Director observes: "The schools now in operation very nearly provide for the wants of the Province. About a dozen additional schools would quite satisfy all present requirements."

Primary Schools in Berar

The classification of Primary schools adopted by the Director in his Provincial Report for Berar does not agree with General Table 3, so far as regards Aided and Unaided schools. Nor does the Director draw attention to the fact that 55 schools have apparently been transferred during the period from Government to the control of Boards. This process began earlier; for in 1886-87, there were 543 Government schools and only 16 Board schools, whereas now there are none maintained by Government and 640 under Boards. Of these, 619 are under District Boards, and 21 under Municipalities. During the five years, the total number of Primary schools under public management has increased from 580 to 640, and the number of pupils in them from 31,751 to 36,501. These figures show very fair progress. In the last year 12 new schools were opened; and it is stated that this increase would have been larger, had it not been for the prevailing scarcity. The Director next mentions schools Aided by fixed monthly grants, of which there were only two in 1896-97—a poor boys' school at Akola and a Mission school at Amraoti, with a total of 181 pupils. He then proceeds to Indigenous schools, which ought to make up the total of Aided and Unaided schools in General Table 3, for no Private elementary institutions are returned in the Province. The number of these Indigenous schools fluctuates widely—from 713 in one year of the quinquennium to 463 in another. In 1896-97, the number rose to 635, being an increase of 172 on the previous year. The Director is disposed to attribute this sudden increase indirectly to the prevailing scarcity, which compelled private schoolmasters to teach on nominal salaries, combined with a favourable condition of public health and an absence of marriages, which allowed parents to attend to the education of their children. Possibly another reason is to be found in the greater activity of the inspecting staff, stimulated by a suggestion from the Resident at Hyderabad. The ephemeral life of this class of schools may be learnt from the fact that, in one District, out of a total of 126, only 8

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had been in existence of more than two years. But there is a consensus of opinion that the type of teachers is improving. "The majority of the present masters have had more or less training in Government schools; and as a rule they are able to teach reading, writing, and arithmetic in a fairly intelligent manner." Aid is given in two ways: both by a capitation grant on the certified attendance, and by a proficiency grant on the results of examination.

In 1896, the standard of study for all classes of schools in Berar was revised, and separate courses of instruction were sanctioned for Secondary and Primary schools. The lowest Primary school is now required to teach up to the fourth standard, which completes the Lower Primary course; while the higher grades of schools are required to teach the newly-introduced fifth and sixth standards, according to their capacity. Classes for teaching English are opened in those Primary schools where the people pay the required contribution in advance. In 1896-97, there were 13 such classes, some of which sent up candidates for the High school entrance examination.

The following interesting account is quoted of a visit paid by a Deputy Inspector to the Central Jail at Akola, which was found to contain five juvenile prisoners:—

> "The first class consisted of two pupils, one of whom could work sums in the compound rules. The other failed to do so. He, however, knew the tables of weights and measures as well as the other. Both could work easy practical questions mentally. They could read a lesson from the Second Book fairly, and could explain what they read. A few rules of grammar were committed to memory, but they were not properly understood. Dictation was fair, and there was improvement in writing with neatness. They do not write copies. A few geographical definitions were known . . . In the second class one pupil was present. He worked sums in addition and subtraction, and answered easy questions in mental arithmetic. He had committed to memory some integral tables. He read a lesson from the Berar First Book, and knew the meaning of the words. He wrote two sentences without mistakes, but the letters were characterised by want of neatness. Two convicts were present in the third class. One read and wrote Balbodha characters, the other the vowels only . . . The master is a careful teacher, and is anxious to show his work; but the little time

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allowed him for the purpose, and the class from which his materials are received, are great difficulties which he cannot tide over. He has his own curriculum of studies, and tries to bring his pupils up in subjects that might be of some use to them after they are liberated. I am of opinion that some easy standards of studies should be laid down for his guidance. The standards prescribed for Indigenous schools would do for the present."

Primary Examinations

In every Province except Madras, two series of Primary examinations are annually conducted by the Department, to test the progress of pupils in the Upper Primary and the Lower Primary stage. In some cases, scholarships are awarded on the results of these examinations; in other cases, special examinations are held for the purpose. Again, in some cases different examinations are held for the award of "results grants" to Aided schools. For the most part, also, special examinations are held by the Government as a test for entrance to the lower grades of public service. In Madras there is only one recognised examination, corresponding to the Upper Primary; but, for some reason, this has not been included with it in General Table 5. It will be seen, therefore, that the system of Primary examinations is very complicated. It would be idle to compare the results in one Province with those in the others; nor is there any guarantee that the standard in the same Province may not vary greatly from year to year. After giving statistical tables based upon General Table 5, it will be sufficient to make extracts from the Provincial Reports.

The Tables 8 and 9 give the results for boys only—Table 8 of Upper Primary Examinations, and Table 9 of Lower Primary Examinations—in the several Provinces, according to management of schools, in 1896-97. Madras is omitted, except in the grand total of the first table; for the candidates are not classified according to schools, and there is no Lower Primary examination in that Province.

A glance at the totals will reveal that the system of these examinations cannot be uniform in the several Provinces. In the Upper Primary examination, Madras and Bombay together supply more than half the total number of candidates, though less than half the passes; for their average of success is only 42.3 and 52.0 per cent, compared with 55.5 for all India. Again, Bengal supplies only 10,117 candidates, as against 13,153 in the Central Provinces; and Assam the insignificant

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TABLE 8

Results of Upper Primary Examinations (Boys only), According to Management of Schools, 1896-97

Province	*Under Public Management*				*Aided*				*Unaided*			
	Schools	*Total Candi-dates*	*Successful Candi-dates*	*Percent-age*	*Schools*	*Total Candi-dates*	*Successful Candi-dates*	*Percent-age*	*Schools*	*Total Candi-dates*	*Successful Candi-dates*	*Per-cent-age*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*
Madras	—	—	—	—	—	—	—	—	—	—	—	—
Bombay	4,645	33,160	18,018	54.8	481	3,151	1,227	38.9	352	2,952	1,185	40.1
Bengal	124	437	275	62.9	3,227	8,667	5,406	63.3	240	752	485	64.5
N.-W. P. and Oudh	1,866	9,669	6,139	63.3	147	1,917	1,133	59.1	27	246	164	66.6
Punjab	1,459	10,525	8,248	78.3	96	1,805	1,336	74.0	38	452	292	64.6
Central Provinces	880	8,364	5,811	69.1	599	3,703	1,980	53.5	169	1,043	595	57.1
Burma	20	917	684	72.4	701	10,216	5,868	57.4	—	—	—	—
Assam	5	9	7	73.3	84	271	173	63.8	1	2	2	100.0
Coorg	8	356	213	59.8	—	—	—	—	6	26	13	50.0
Berar	531	3,844	1,805	46.9	220	742	273	36.8	—	—	—	—
Total	9,538	67,281	41,200	61.2	5,555	30,472	17,396	57.1	833	5,473	2,736	50.0

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TABLE 8 (*Continued*)

Province	*Private Students*			*Total*			
	Total Candidates	*Successful Candidates*	*Percentage*	*Schools*	*Total Candidates*	*Successful Candidates*	*Percentage*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Madras	—	—	—	—	—	—	—
Bombay	—	—	—	5,478	39.2	20,430	52.0
Bengal	261	113	43.3	3,591	10,117	6,279	6.0
N.-W. P. and Oudh	224	195	87.1	2,040	12,056	7,631	63.3
Punjab	82	54	65.9	1,593	12,864	9,930	77.3
Central Provinces	43	30	69.8	1,648	13,153	8,416	64.0
Burma	—	—	—	721	11,133	6,552	58.8
Assam	4	2	50.0	90	286	184	64.3
Coorg	43	28	65.1	14	425	254	59.8
Berar	—	—	—	751	4,586	2,078	45.3
Total	657	422	64.2	15,926	134,863*	74,859*	55.5

* Including 30,980 Candidates from Madras (of whom 18,105, or 42.8 per cent passed) not classified in the preceding columns. These figures for Madras include girls.

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TABLE 9

Results of Lower Primary Examinations (Boys only), According to Management of Schools, 1896-97

Province	Under Public Management				Aided				Unaided			
	Schools	Total Candidates	Successful Candidates	Percentage	Schools	Total Candidates	Successful Candidates	Percentage	Schools	Total Candidates	Successful Candidates	Percentage
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	—	—	—	—	—	—	—	—	—	—	—	—
Bombay	5,691	59,073	36,012	60.9	984	7,657	3,392	44.3	438	5,014	2,523	50.3
Bengal	75	279	210	75.3	16,524	57,335	36,033	62.8	352	1,217	782	64.3
N.-W. P. and Oudh	4,040	19,815	15,061	76.0	262	2,966	1,960	66.1	31	565	351	62.1
Punjab	1,606	15,771	12,243	77.6	95	1,615	1,040	64.4	33	434	260	59.9
Central Provinces	914	10,385	7,702	74.2	833	6,484	4,173	64.4	224	1,753	1,112	63.4
Burma	20	899	815	90.5	2,362	40,843	27,468	67.3	—	—	—	—
Assam	474	1,186	701	59.2	581	1,648	1,064	64.6	18	75	53	70.7
Coorg	39	479	104	21.7	3	17	16	94.1	1	8	6	75.0
Berar	628	5,882	3,294	56.0	384	1,615	734	45.4	—	—	—	—
Total	13,487	113,759	76,182	67.0	22,028	120,180	75,880	63.1	1,097	9,066	5,087	56.0

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TABLE 9 (*Continued*)

Province	*Private Students*			*Total*			
	Total Candidates	*Successful Candidates*	*Percentage*	*Schools*	*Total Candidates*	*Successful Candidates*	*Percentage*
1	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Madras	—	—	—	—	—	—	—
Bombay	—	—	—	7,113	71,744	41,927	58.4
Bengal	468	387	80.6	16,951	59,299	37,412	63.1
N.-W. P. and Oudh	27	13	48.1	4,333	23,373	17,385	74.3
Punjab	38	26	68.4	1,734	17,858	13,569	76.0
Central Provinces	—	—	—	1,971	18,622	12,987	69.8
Burma	—	—	—	2,382	41,732	28,283	67.8
Assam	4	1	25.0	1,073	2,913	1,819	62.4
Coorg	4	3	75.0	43	508	169	33.3
Berar	—	—	—	1,012	7,497	4,028	54.0
Total	541	430	79.5	36,612	243,546	157,579	64.7

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number of 286, against 425 in Coorg. When these numbers are contrasted with those already given (*anti*, p. 178) for the total number of boys in the Upper Primary stage in the several Provinces, it becomes manifest that the results of the Upper Primary Examination cannot be used to test the proficiency of the pupils in that stage.

Again, if we go back for five or for ten years, similar anomalies present themselves. In the Upper Primary Examination, the total number of successful candidates has apparently increased from 41,634 ten years ago to 60,919 five years ago, and now to 74,859. But any satisfaction to be derived from the steady growth of these totals will be found to disappear on examining the figures for the three largest Provinces. In Madras the number of passes first rose from 6,863 to 17,039, and then fell to 13,105. In Bombay the number was 13,403 and 13,366 in the two earlier years, and is now 20,430. In Bengal the number was 2,959 and 2,491 in the two earlier years, and is now 10,117. Though the other Provinces, shows more uniformity, enough has been said to render detailed comparison superfluous.

Some lesson, however, may be derived from comparing the average of success in the different classes of schools according to management. In the Upper Primary Examination the general average for all candidates is 55.5 per cent. The highest place is taken by private students with 64.2; but their actual number is very small. The order among schools is very much what we should expect: first, those under public management (including both Government and Board schools) 61.2; then Aided, 57.1; and Unaided 50.0. In Bombay the superiority of the first class of schools is clearly marked; and the relatively high position of Unaided is due to the inclusion among them of schools in Native States, which probably also explains the similar position of Unaided in the Central Provinces. In Bengal and the North-West, Unaided again show well, though the actual numbers are not large. In the Lower Primary Examination the same features repeat themselves. The only points that need be noticed are the very high average of success for schools under public management in Burma, the very low average in Coorg, and the inferiority of Board schools in Assam.

Primary Examinations in Madras

In Madras there appear to be three Departmental examinations of pupils in the Primary stage, which is not the same thing as pupils in Primary schools: (1) the Primary Examination, corresponding to the

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Upper Primary Examination elsewhere; (2) the Primary Results Standard Examinations, for the award of "results grants;" and (3) an examination for the award of "results stipends," concerning which we are only told that the figures are no longer included in those of the second examination.

The Primary Examination, which was first held in 1890, serves as a leaving test for pupils completing the Primary course, and as an entrance test for appointments in the public service of less than Rs. 15 a month. It is also the examination for "results grants" for pupils in the fourth standard or highest Primary class, and as such as compulsory on all boys in "results grant" schools, except in the Agency Tracts. The examination is conducted by boards, 30 in number, of which Inspectors are no longer *ex-officio* members; and there is reason to suspect a want of uniformity in the standards adopted by the different boards. In order to obtain a certificate, it is necessary to pass in all the compulsory subjects and in two optional ones, but passes are given for single subjects. During five years the number of candidates (including girls) has risen from 23,517 to 30,980, and the number of full passes from 10,269 to 13,105; while the average of success has fallen from 43.7 to 42.3 per cent. Of boys alone, 11,864 passed, of whom no less than 4,269 were Brahmans and 1,051 Native Christians. The number that bring up English as their Second language continues to increase. Among the optional subjects, geography and hygiene are the most popular. The number of passes in drawing has increased in five years from 180 to 736. The total cost of this examination in 1896-97 was Rs. 30,129, towards which fees contributed Rs. 20,573, or more than two-thirds.

For the several Primary Results Standard Examinations 13,868 boys' schools presented candidates in 1896-97, compared with 12,844 schools in the previous year. The total number of candidates was 214,024, of whom 154,634 passed, the average of success being 72.3 per cent compared with 70.9 per cent in the previous year. There was an improvement under every standard except the fourth. The total number who passed in drawing was 1,037, almost entirely in the two highest standards. For this examination, a comparison is made of the success of the several classes of schools according to management. In the fourth or highest standard, Mission schools come first, with an average of 68 per cent; other Aided schools follow closely with 67 per cent; the last place is taken by Local Fund schools, with 65 per cent.

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"This result does not seem creditable to Board schools, which are generally much more costly than 'results' [Aided] schools, and are better staffed and better equipped. But there can be no doubt that the general average of the work turned out by these schools is affected by the fact that a large number of Board schools are exclusively intended for Muhammadans, Panchamas, and other backward classes."

Primary Examinations in Bengal

In Bengal the Primary examinations are essentially examinations for the award of scholarships, though pass certificates are also given on the results. No school is allowed to compete for scholarships of both grades; but pupils in the third class of Upper Primary schools must pass the Lower examination as a condition of promotion to the second class and of subsequent admission to the Upper examination. The Upper Primary Examinations are conducted entirely by the Circle Inspector. For the Lower Primary Examinations a uniform set of question-papers is prepared for each Circle, under the supervision of the Inspector, but the answer papers are valued by examiners appointed by District Boards, and the scholarships are also awarded locally. The Upper standard has undergone but little modification during the last five years, but important changes have been made in the Lower course. A new text-book in literature has been prescribed, which embodies lessons on the elements of agriculture and geography, in accordance with the suggestions made by the Agricultural Conference. And since the close of the last year, mensuration and *zamindari* and *mahajani* accounts have been eliminated as separate subjects of study, so much of them as is considered necessary being taught in the indigenous way, under the head of native arithmetic. This has simplified the course to a very great extent. The Lower Primary pupil is at present required to read only two printed books—the Reader and the Sanitary Primer—costing about four annas, and covering 120 pages in all. Other subjects have to be taught orally by the teacher.

Comparing only the passes for scholarships, the Upper Primary show an increase in the last five years from 2,491 to 3,826, or at the rate of 54 per cent: and the Lower Primary show an increase from 18,630 to 26,987, or at the rate of 34 per cent. In order to obtain the full number that passed in 1896-97, it is necessary to add to the Upper Primary passes 2,448 boys who passed from Secondary Schools, and to the Lower Primary passes 10,308 boys who passed from Secondary and

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Upper Primary schools. In that year the number of Upper Primary schools for Indian boys sending up candidates for the Scholarship Examination was 2,682; the total number of candidates was 6,518, and the number of passes 3,824, the average of success being 58.7 per cent, compared with 56.2 in the previous year. The number of Lower Primary schools sending up candidates for the Scholarship Examination was 13,326; the total number of candidates was 43,784, and the number of passes 27,088, the average of success being 61.9 per cent, compared with 54.3 per cent, in the previous year.

Primary Examinations in the Other Provinces

The Report of the Director for Bombay adds nothing to the information given in the statistical tables.

The Director for the North-West Provinces writes: "There has been an improvement in the standards of the Upper and Lower Primary Examinations since 1892, which makes any comparison based merely on the numbers examined and passed futile." Yet the tables show a fair increase all round; and if the average of success in the Upper Primary has fallen slightly (from 66 to 62 per cent), in the Lower Primary it has remained stationary at the high figure of 75 per cent. In both examinations State schools make a much better show than Aided and Unaided schools, which, indeed, have not yet taken any root in the North-West. The Inspector of the Third Circle makes a report in this connection which merits quotation on other grounds. "The number of candidates at the Upper Primary Examination remained almost stationary; but there was a heavy fall in the percentage of passes, more especially in the Allahabad District. The fall is not so much due to any deterioration in schools as to a change in the system of examination, and to the prevailing distress. Compelled by the pinch of hunger, hundreds of people migrated to distant places to find employment on relief works, and their sons accompanied them. Those that remained in their own villages attended school very irregularly."

The Director for the Punjab states that since 1892 "Departmental instructions have been laid down for the guidance of Inspecting Officers in connexion with the Primary Examinations, with the object of securing greater uniformity both in method and standard; and it is reported that these instructions have added to the difficulty of passing." An additional compulsory subject has also been recently added to the Upper Primary Examination. In view of these considerations it is

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creditable to find that the number of passes at this examination has increased in five years from 7,106 to 8,451, and that the average of success has risen from 74 to 76 per cent. The number, as well as the percentage, of passes is much higher in Government and Board schools than in Aided and Unaided. But here it has to be explained that Indigenous and other elementary schools examined for grants do not add to the number tested by the ordinary Primary standards, as they are examined by special tests. At the Lower Primary Examination the number of passes has increased from 11,881 to 13,543, and the average of success from 75 to 76 per cent. As many as nine-tenths of the successful candidates belonged to Government and Board schools, which also had the highest proportion of passes. At Indigenous and other elementary schools examined for grants, the number of passes in the first five standards increased altogether from 5,859 to 10,523, while the total number of pupils slightly decreased. The *zamindari* schools also show favourable results, by the simple standards of examination prescribed for them.

In the Central Provinces the most noteworthy feature is the great progress exhibited by schools in Native States. Their number of passes has about doubled at both the Upper and Lower Primary Examinations.

In Burma is appears that the conduct of the examinations was transferred in 1894-95 to the Department, which led to an immediate fall in the number of passes, especially in schools under public management. On the other hand, Indigenous Burmese schools exhibit rapid and continuous improvement, as estimated by examination results. While the total number of pupils has increased in four years by 12 per cent, passes in the two Upper Primary standards have risen by 76 per cent, and in the two Lower Primary standards by 66 per cent. In Upper Burma alone the total number of passes has just doubled, though this may be explained by a relaxation in the standard, grants being paid on "partial" passes in Burmese only, in the hope of inducing the schools to try for full passes in the following year.

In Assam, as in Bengal, the examinations are essentially for scholarships. No school is allowed to compete for scholarships of both grades, though pupils may appear at both examinations and obtain certificates. Pupils in the Primary departments of Secondary schools cannot compete for scholarships, but in some Districts they are allowed to receive certificates. The two courses of examination closely follow

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those in Bengal. Despite a considerable increase in the total number of boys in the Upper Primary stage during the last five years (from 1,172 to 1,347), the number of passes at the Upper Primary Examination shows a slight decrease (from 193 to 184); while the number of passes at the Lower Primary has increased from 1,184 to 1,819, or at the rate of 53 per cent. Altogether, it may be said that the system of examinations as a means of testing proficiency has taken a weaker hold in Assam than in any other Province.

A Primary Examination on the Madras model was first instituted in Coorg in 1892. Its express objects are: "(1) To test the fitness of candidates for the lower grades of the public service, (2) to provide a final test for Upper Primary schools, and (3) to institute a test for the promotion of pupils from Primary to Secondary schools." During the last four years the number of schools presenting candidates has increased from 26 to 57, the number of candidates from 216 to 933, and the number of passes from 58 to 423. If judged by the total number of pupils in the Upper Primary stage (961 boys and girls), it would seem that Coorg has taken to this examination more cordially than any other Province. It should be added that the examination costs nothing to Government, as all the expenditure is met from fees.

In Berar the system of Primary examinations seems to be confined to schools under public management, nor are the results classified as Upper and Lower. The Director writes: "Efforts were made during the last two years to impress upon inspecting officers the importance of making their standards of examination in the different grades of school as uniform as possible, and I am glad to find that they have met with a fair amount of success." In schools under public management the number of pupils examined increased in four years from 18,894 to 24,192, and the number of passes increased from 12,407 to 13,654, the average of success falling from 66 to 56 per cent. In the fifth and sixth standards alone, which may be taken to represent the Upper Primary stage, the number of passes rose from 536 to 877. In addition, 224 pupils from Primary schools were examined in English in 1896-97, of whom 121, or 54 per cent, passed. In two schools for poor boys, aided by fixed monthly grants, with a total of 181 pupils, 73 passed in the primary standards. In 623 Indigenous schools, which are really Aided or Unaided Public institutions, 3,651 pupils passed in the various standards, compared with 5,567 four years previously.

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Expenditure on Primary Schools

The Table 10 gives the expenditure on Primary schools in the several Provinces, according to sources, for the two years 1891-92 and 1896-97, together with percentages of increase or decrease.

The total expenditure has increased by Rs. 12,50,923, or at the rate of 15 per cent, as compared with an increase of 19 per cent in the preceding period. As the number of pupils increased by 13 per cent in both periods, it is evident that the cost of each pupil is increasing at a diminished rate: and it will be shown presently that the slight increase in cost is borne by Public Funds. The expenditure from Provincial Revenues on schools under public management has increased by Rs. 1,72,495, or at the rate of 22 per cent, the rate of increase in the preceding period having been precisely the same. The expenditure from Provincial Revenues on Aided schools has increased by Rs. 59,565, or at the rate of 18 per cent, compared with an apparent decrease of no less than 53 per cent in the preceding period. This item is still very much less than it was ten years ago, the reduction being entirely in Bengal, where it is really a matter of account, being due to a transfer from Provincial Revenues to Local Funds. Consequently, the total expenditure from Provincial Revenues has increased by Rs. 2,32,060, or at the rate of 21 per cent, compared with an apparent decrease of 17 per cent in the preceding period; while the proportion of the total devoted to Aided schools has remained constant at about 29 per cent. The expenditure from Local Funds has increased by Rs. 3,98,361, or at the rate of 14 per cent, compared with an apparent increase of 39 per cent in the preceding period. But, as already explained, there was in that period a transfer of account to this head from Provincial Revenues in Bengal. The expenditure from Municipal Funds has increased by Rs. 86,331, or at the rate of 18 per cent, compared with an increase of 24 per cent. The expenditure from fees (which in this case is no doubt identical with the total receipts from fees) has increased by Rs. 1,36,400, or at the rate of 6 per cent, compared with an increase of 17 per cent. Going back for ten years, the proportion of the total expenditure derived from fees has fallen slightly, from 32 to 30 per cent. The expenditure from "other sources" (which includes grants from Native States in Bombay and the Central Provinces, as well as Missionary contributions) has increased by Rs. 3,77,568, or at the rate of 27 per cent, compared with an increase of 30 per cent. Going back for ten years, the proportion of the total expenditure derived from

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TABLE 10

Expenditure on Primary Schools for Boys, 1891-92 and 1896-97

Province	*1891-92*							
	Provincial Revenues			*Local Funds*	*Municipal Funds*	*Fees*	*Other Sources*	*Total*
	Under Public Management	*Aided*	*Total*					
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	73,284	57,726	1,31,010	5,21,996	1,08,763	5,91,851	2,48,027	16,01,647
Bombay	5,65,356	40,592	6,05,948	6,95,187	2,08,298	3,45,539	6,27,615	24,82,587
Bengal	1,050	1,42,572	1,43,622	4,47,374	16,489	15,76,675	3,87,935	25,72,095
N.-W. P. and Oudh	300	6,412	6,712	5,13,353	26,399	39,103	38,498	6,24,065
Punjab	4,431	6,217	10,648	2,80,175	36,022	47,006	15,860	3,89,711
Central Provinces	54,446	18,342	72,788	94,341	23,486	43,472	43,583	2,77,670
Burma	2,941	30,237	33,178	1,00,470	59,677	11,514	9,535	2,14,374
Assam	2,399	8,086	10,485	1,12,999	2,042	26,629	29,300	1,81,455
Coorg	1,638	360	1,998	6,564	2,060	2,635	683	13,940
Berar	81,524	16,374	97,898	77,094	7,142	60,651	4,214	2,46,999
Total	7,87,369	3,26,918	11,14,287	28,49,553	4,90,378	27,45,075	14,05,250	86,04,543
Percentage of Increase, 1896-97 compared with 1891-92	—	—	—	—	—	—	—	—
1891-92 compared with 1886-87	+22	–53	–17	+39	+24	+17	+30	+19

(*Contd.*)

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TABLE 10 (*Continued*)

Province	1896-97								Percentage of Increase or Decrease	
	Provincial Revenues			Local Funds	Municipal Funds	Fees	Other Sources	Total	1896-97 compared with 1891-92	1891-92 compared with 1886-87
	Under Public Management	Aided	Total							
1	10	11	12	13	14	15	16	17	18	19
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Madras	1,03,077	59,796	1,62,873	6,24,697	1,37,896	5,35,145	3,55,564	18,16,175	+13	+40
Bombay	7,21,910	43,355	7,65,265	7,32,873	2,50,783	3,95,714	8,03,085	29,47,720	+19	+29
Bengal	2,703	1,62,223	1,64,926	5,11,945	53,468	17,33,639	4,26,311	28,90,289	+12	+10
N.-W. P. and Oudh	—	4,368	4,368	5,51,332	23,748	54,669	40,943	6,75,060	+8	+6
Punjab	3,910	3,806	7,716	3,34,596	43,606	63,746	29,543	4,79,207	+23	+19
Central Provinces	24,496	50,568	75,064	1,37,649	25,505	42,744	52,849	3,33,811	+20	−15
Burma	3,873	40,120	43,993	1,09,469	26,443	16,286	10,118	2,06,309	−4	+4
Assam	2,285	8,759	11,044	1,44,681	3,096	29,802	56,512	2,45,135	+35	+27
Coorg	8,668	380	9,048	1,202	2,214	3,250	819	16,533	+19	+20
Berar	88,942	13,108	1,02,050	1,00,672	9,950	26,680	5,872	2,45,224	−1	+22
Total	9,59,864	3,86,483	13,46,347	32,47,914	5,76,709	29,01,675	17,82,818	98,55,463	+15	+19
Percentage of Increase; 1896-97 compared with 1891-92	+23	+18	+21	+14	+18	+6	+27	+15	—	—
1891-92 compared with 1886-87	—	—	—	—	—	—	—	—	—	—

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"other sources" has risen from 14 to 18 per cent.

Turning to Provinces, the total expenditure in Madras, has increased by Rs. 2,14,528, or at the rate of 13 per cent, while the number of pupils also increased at exactly the same rate. The increase is almost equally divided between Local Funds and "other sources," there being an actual decrease under fees. In Bombay, the total expenditure has increased by Rs. 4,65,133, or at the rate of 19 per cent, though (owing to plague and famine in the last year) pupils show an increase of only 9 per cent. The increase, though widely spread, is largest under Provincial Revenues devoted to schools under public management and "other sources." The characteristics of the Bombay system are revealed by the fact that no less than three-quarters of the total amount of Provincial Revenues devoted to schools under public management is debited against Bombay. In Bengal, the total expenditure has increased by Rs. 3,18,194, or at the rate of 12 per cent, while pupils increased at the rate of 11 per cent. Here the greater portion of the increase is under fees, which supply 60 per cent of the total expenditure, and also 60 per cent of the total amount of fees levied in Primary schools throughout India. The increase under Local Funds is mainly due to another transfer of account from Provincial Revenues. Municipal Funds have increased threefold, but the amount is still insignificant. In the North-West, the total expenditure has increased by Rs. 50,995, or at the rate of 8 per cent, while pupils increased at the rate of 40 per cent, owing to the encouragement given to cheap Aided schools in the last year. The increase is mainly under Local Funds and fees. The North-West is peculiar in devoting nothing from Provincial Revenues to schools under public management, and but a trifle from this source to Aided schools. In the Punjab, the total expenditure has increased by Rs. 89,496, or at the rate of 23 per cent, while pupils increased by 22 per cent. The increase is fairly distributed, except that there is a decrease in Provincial revenues under both heads, the Punjab giving to Aided schools from this source even less than the North-West. In the Central Provinces, the total expenditure has increased by Rs. 56,141, or at the rate of 20 per cent, while pupils have increased by 38 per cent. The economical methods of extending Primary education in the Central Provinces would have shown yet more favourable results, if famine had not sensibly reduced the attendance in the last year. Here the most notable feature is the transfer of Provincial Revenues from schools under public management to Aided schools. The greater part of

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the increase is under Local Funds. Fees show an actual decrease, which is presumably due to the famine. In Burma, the total expenditure has decreased by Rs. 8,065, or at the rate of 4 per cent, while pupils decreased by 7 per cent. The decrease is entirely under Municipal Funds, where it amounts to more than one-half. Both headings of Provincial Revenues show a fair increase, the proportion devoted to Aided schools being exceptionally large. In Assam, the total expenditure has increased by Rs. 63,680, or at the rate of 35 per cent, while pupils increased by 24 per cent. This is almost the only case in which the rise in expenditure has been considerably higher than the rise in pupils. The increase is chiefly under Local Funds and "other sources," which latter include Missionary contributions. In Coorg, the total expenditure has increased by Rs. 2,593, or at the rate of 19 per cent, while pupils decreased by 2 per cent. The very large decrease under Local Funds, and the more than correspondingly large increase under Provincial Revenues, can only be explained by a change in the system of accounts. In Berar, the total expenditure has decreased by Rs. 1,775, or at the rate of 1 per cent, while pupils increased by 7 per cent. Fees apparently have fallen by more than one-half; but every other heading has increased, except the amount of Provincial Revenues devoted to Aided schools.

The two following tables show, according to Provinces, the average cost (Table 11) of a Primary school for boys, and (Table 12) of a pupil in such school, for each of the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with a division of the cost between Public and Private Funds. To the last table has been added the average number of pupils to a school for each Province in the same three years.

These two tables require to be considered together, for of course the true cost of a school depends upon the number of pupils in it. During the last ten years, the average cost of a Primary school throughout all India has steadily risen from Rs. 85 to Rs. 101, the rate of increase being somewhat higher in the earlier period. The amount of the total borne by Public Funds increased by Rs. 4 in each period; while the amount borne by Private Funds increased by Rs. 5 in the earlier, and by Rs. 3 in the later period. The average strength of each school has risen in ten years from 28 to 31, two-thirds of the increase having taken place in the later period. The average cost of each pupil has risen in ten years from Rs. 3.0 to Rs. 3.2, the whole of the increase having taken place in the earlier period. The amount borne by Public

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TABLE 11

Average Cost of a Primary School for Boys, 1886-87, 1891-92 and 1896-97

Province	*1886-87*			*1891-92*			*1896-97*		
	Public Funds	*Private Funds*	*Total*	*Public Funds*	*Private Funds*	*Total*	*Public Funds*	*Private Funds*	*Total*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	37	48	85	42	47	89	46	45	91
Bombay	170	102	272	181	116	297	198	136	334
Bengal	12	36	48	13	40	53	15	43	58
N.-W. P. and Oudh	110	8	118	132	17	149	97	15	112
Punjab	171	31	202	190	35	225	157	38	195
Central Provinces	152	41	193	128	58	186	113	45	158
Burma	39	4	43	32	4	36	38	6	44
Assam	57	25	82	57	25	82	57	31	88
Coorg	140	31	171	149	47	196	168	55	223
Berar	185	40	225	147	53	200	167	25	192
Average	45	40	85	49	45	94	53	48	101

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TABLE 12

Average Cost of a Pupil in Primary Schools for Boys, 1886-87, 1891-92, and 1896-97

Province	*1886-87*				*1891-92*				*1896-97*			
	Average Number of Pupils in a School	*Cost of each Pupil*			*Average Number of Pupils in a School*	*Cost of each Pupil*			*Average Number of Pupils in a School*	*Cost of each Pupil*		
		Public Funds	*Private Funds*	*Total*		*Public Funds*	*Private Funds*	*Total*		*Public Funds*	*Private Funds*	*Total*
		Rs.	*Rs.*	*Rs.*		*Rs.*	*Rs.*	*Rs.*		*Rs.*	*Rs.*	*Rs.*
Madras	27	1.4	1.8	3.2	29	1.5	1.6	3.1	29	1.6	1.5	3.1
Bombay	59	3.0	1.8	4.8	57	3.2	2.0	5.2	59	3.4	2.3	5.7
Bengal	22	.5	1.7	2.2	23	.5	1.8	2.3	25	.6	1.7	2.3
N.-W. P. and Oudh	35	3.1	.3	3.4	35	3.7	.5	4.2	34	2.8	.5	3.3
Punjab	49	3.5	.6	4.1	51	3.7	.7	4.4	44	3.6	.8	4.4
Central Provinces	58	2.7	.7	3.4	56	2.3	1.0	3.3	55	2.1	.8	2.9
Burma	21	1.9	.2	2.1	22	1.5	.2	1.7	25	1.5	.2	1.7
Assam	29	2.0	.8	2.8	29	1.9	.9	2.8	29	2.0	1.1	3.1
Coorg	45	3.1	.7	3.8	57	2.7	.8	3.5	53	3.2	1.0	4.2
Berar	42	4.5	.9	5.4	36	4.1	1.4	5.5	37	4.4	.7	5.1
Average	28	1.6	1.4	3.0	29	1.7	1.5	3.2	31	1.7	1.5	3.2

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Funds rose in the earlier period from Rs. 1.6 to Rs. 1.7, but remained stationary during the later period. The amount borne by Private Funds rose in the earlier period from Rs. 1.4 to Rs. 1.5, and also remained stationary during the later period. It is thus made evident that the increase in expenditure during the last five years, while enhancing the cost of each school, has not affected the cost per pupil, owing to the augmented average strength; and that the proportion between Public and Private Funds remains practically unchanged.

The variations between the several Provinces are extreme, though some allowance must here be made for plague and famine, which reduced the attendance of pupils in Bombay and the Central Provinces during the last year, without reducing the cost of the schools. In Bombay, the average strength of a Primary school has remained fairly constant at 59. In Bengal, the average strength is only 25, or considerably less than half, though here the increase has been large (from 22). The Central Provinces come next to Bombay (with 55 pupils per school); while Assam (with only 29) approximates to Bengal, in this as in all other respects. The North-West and the Punjab each show a decrease in average strength, the former from 35 to 34 and the latter from 49 to 44. In both cases, no doubt, the reason is the same: the inclusion of weak Aided schools.

The cost of a school naturally varies with its strength, though other considerations determine the cost per pupil. In Bombay, the average annual cost of a Primary school is as high as Rs. 334, having risen in ten years from Rs. 272. Of the total increase (Rs. 62), the larger proportion (Rs. 34) has come from Private Funds, which in this case include grants by Native States. The average cost per pupil is also highest in Bombay, having apparently risen in ten years from Rs. 4.8 to Rs. 5.7, though the figure for the last year is exceptionally swollen by the effects of plague and famine. Here the total increase is almost equally divided between Public and Private Funds. At the other end of the scale stands Bengal, where the average cost of a school is only Rs. 58, or nearly one-sixth of the cost in Bombay; and the average cost of a pupil only Rs. 2.3, or considerably less than one-half. Of the increased cost per school, the larger share has fallen upon Public Funds, though (as already stated) fees alone provide 60 per cent of the total expenditure. The Central Provinces part company from Bombay. Strong as their Primary schools are, their economical working reduces the average cost of a school to Rs. 158, or less than half the cost in

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Bombay; and the average cost of a pupil to Rs. 2.9, or little more than half. Excluding Coorg and Berar, the Punjab now takes the second place, with Rs. 195 as the average cost of a school, and Rs. 4.4 as the average cost of a pupil. And it should be observed that the share borne by Public Funds, though it has fallen somewhat, is still larger than in any other Province. Madras shows marvellous uniformity throughout, the cost of a school having only risen from Rs. 85 to Rs. 91, while the cost of a pupil has fallen from Rs. 3.2 to Rs. 3.1, the decrease being entirely in the share borne by Private Funds. In the North-West, the cost of a school first rose from Rs. 118 to Rs. 149, and then dropped still lower to Rs. 112. The cost of a pupil rose correspondingly from Rs. 3.4 to Rs. 4.2, and then dropped still lower to Rs. 3.3. The share borne by Public Funds has actually decreased, while the share borne by Private Funds has nearly doubled. The Burmese system seems to be the most economical of all. The cost both of a school and of a pupil is about half the average for all India, while the latter has decreased considerably during the last ten years (from Rs. 2.1 to Rs. 1.7). The share contributed by Private Funds has also decreased, until it is now only R. .2, or less than one-eighth of the amount in Bengal. Assam again follows Bengal, though at a distance. The cost both of a school and of a pupil has increased very slightly, while the whole of the increased cost is borne by Private Funds. In Berar, the most notable feature is the high cost per pupil that falls upon Public Funds, being seven times the corresponding amount in Bengal.

The following Table 13 gives the proportion of Direct expenditure from each class of Public Funds on Primary schools, according to Provinces, for the two years 1891-92 and 1896-97. Direct expenditure, it may be as well to repeat, is that outlay which is devoted directly to the maintenance of institutions and the remuneration of teachers, and does not include the cost of buildings, furniture, scholarships, or inspection.

As compared with five years ago, the general proportion of Direct expenditure devoted to Primary schools has increased under each head, Provincial, Local, and Municipal. But wide differences exist in the proportions shown by the several Provinces, which throw light upon their educational systems. The proportion under Provincial Revenues is naturally less than under the other two heads; for Provincial Revenues have to bear the burden of Arts and Professional colleges, and of Secondary and Special schools, which are either maintained or aided by

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TABLE 13

Percentage of Direct Expenditure from Public Funds on Primary Schools for Boys, 1891-92 and 1896-97

Province	*1891-92*			*1896-97*		
	Provincial Revenues	*Local Funds*	*Municipal Funds*	*Provincial Revenues*	*Local Funds*	*Municipal Funds*
Madras	17.2	81.5	64.3	19.9	87.1	69.3
Bombay	44.8	91.6	78.2	47.9	91.8	81.9
Bengal	14.1	66.7	34.0	14.4	69.8	69.8
N.-W. P. and Oudh	4.1	55.9	35.1	3.6	58.8	31.3
Punjab	5.8	74.6	21.2	4.6	76.0	25.1
Central Provinces	39.8	68.9	44.1	40.3	79.1	37.4
Burma	*	98.5	37.6	19.2	86.0	20.2
Assam	18.3	79.9	66.1	17.3	81.7	76.5
Coorg	19.9	100.0	—	50.2	100.0	100.0
Berar	58.4	99.9	97.8	63.1	100.0	100.0
Average	24.1	74.3	50.1	26.0	77.1	53.4

* The separate figures are: For Upper Burma, 77.5; for Lower Burma, 3.3.

Government. But it is surprising to find that the proportion devoted to Primary schools should be as high as 47.9 per cent in Bombay, and as low as 3.6 per cent, in the North-West. It is also remarkable that the proportion has increased during the five years more in Bombay than in any other Province, while it has actually decreased in the North-West. The Central Provinces come next to Bombay, while the Punjab keeps company with the North-West. The figures for Bengal are misleading, because of large transfers of account from Provincial Revenues to Local Funds. A similar transfer must explain the change in the figures for Coorg. Assam, like the North-West and the Punjab, shows a decreased proportion. Bombay again devotes the largest proportion to Primary schools of both Local and Municipal Funds. From Local Funds, the North-West devotes least; and from Municipal Funds, Burma. As compared with the preceding period, the Central Provinces shows the largest increase in the proportion from Local Funds (from 68.9 to 79.1 per cent); and Bengal the largest increase under Municipal Funds (from 34.0 to 69.8 per cent). Burma shows a considerable

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decrease under both heads; while the North-West and the Central Provinces show a decrease under Municipal Funds.

Expenditure on Primary Schools in Madras

In Madras, expenditure from Provincial Revenues has increased pretty steadily during the last four years from Rs. 1,35,158 to Rs. 1,62,873, or by 25 per cent. This increase is due partly to the establishment of new Primary schools in the Agency Tracts, and the reduction of some Lower Secondary schools in the same region to the Primary grade; and partly to the payment of larger grants to existing Board and Aided schools, owing to the raising of their standard and the growth in the number of girls presented by them for the "results grant" examination. The expenditure from Local Funds, on which devolves the cost of Lower Primary education in all non-municipal areas except the Agency Tracts, has increased from Rs. 5,78,400 to Rs. 6,24,697, or by 8 per cent. But here it should be stated that the rate of increase began to slacken in 1895-96, and was changed into a decrease in the following year, in compliance with the orders of Government requiring Local Boards to appropriate to communications one-half of their revenue from Land Cess. They have consequently reduced their budget allotment to their own schools from Rs. 6,16,190 to Rs. 5,44,320, and their grants to Aided schools from Rs. 2,34,560 to Rs. 2,24,320. The expenditure from Municipal Funds has increased pretty readily from Rs. 1,24,099 to Rs. 1,37,896, or by 11 per cent. The expenditure from fees has decreased year after year from Rs. 6,49,316 to Rs. 5,35,145, or by 18 per cent. This will be dealt with in detail in a subsequent paragraph. On the other hand, the expenditure from "other sources," largely consisting of Missionary contributions, has increased year after year from Rs. 2,71,315 to Rs. 3,55,564, or by 31 per cent.

Expenditure on Primary Schools in Bombay

During the last four years, the expenditure from Provincial Revenues on Primary schools under public management has increased from Rs. 5,99,651 to Rs. 7,21,910, or by 20 per cent. This increase is explained by the grant of larger assignments to District and Municipal Boards, the policy of the Department being to give a grant-in-aid equal to one-third of the total expenditure of each Board. The expenditure from Provincial Revenues on Aided schools has increased from Rs. 38,133 to Rs. 43,355, or by 14 per cent. The expenditure from

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Local Funds has increased from Rs. 6,85,313 to Rs. 7,32,873, or by 7 per cent. The expenditure from Municipal Funds has increased from Rs. 2,30,284 to Rs. 2,50,783, or by 9 per cent. The expenditure from fees has increased from Rs. 3,54,769 to Rs. 3,95,714, or by 11 per cent. And the expenditure from "other sources" largely consisting of grants by Native States, has increased from Rs. 6,61,260 to Rs. 8,03,085, or by 19 per cent.

While admitting that the Bombay schools are the most expensive in India, and that their cost continues to increase, the Director assigns as the reason that "schools of all kinds are gradually becoming more efficient, are located in better buildings, provided with better apparatus, and managed by better paid and more highly trained teachers." He also points out that the increase in expenditure on Primary schools from Public Funds during the past four years has been Rs. 2,10,591, or 12 per cent, compared with an increase of Rs. 57,986, or 14 per cent, on Secondary schools. And to this he claims to add the increase of Rs. 10,647, or 9 per cent, on Training schools; for the Training schools in Bombay are solely for Primary teachers.

Expenditure on Primary Schools in Bengal

The Director explains that nearly one-half of the increased expenditure under Local Funds is due to a transfer of Rs. 31,000 from Provincial Revenues, made under the following circumstances:

> "The original grants made to District Boards in 1888, for the purpose of establishing equilibrium between the receipts and charges then transferred to them, were based upon the actual expenditure incurred by Government in 1885-86. Since then the circumstances and the demand for education have often very greatly changed; and a District in which ten years ago very little was being (or could be) spent on Primary schools, and to which therefore a comparatively small allotment was made, may now be one in which a stronger desire for education is manifested, while at the same time the District Board may be unable to meet the increased demand from its own resources. At times, again, the finances of some District Board may have assumed so prosperous a condition as to make them able to meet all increased expenditure from their Local Funds, without additional help from Government. Taking all these circumstances into consideration,

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the Lieutenant-Governor had in the preceding year re-granted the savings in the Departmental allotments for Primary schools for 1893-94 and 1894-95 to the extent of Rs. 31,000 for each year, and placed these sums at the Director's disposal for distribution among those Districts in which the Primary allotment was too low. Assuming that these savings are likely to be made permanent, the Lieutenant-Governor further resolved in December 1895 to make a reduction of Rs. 31,000 in the Departmental allotment, and distribute this sum annually among the District Boards concerned."

Making allowance for this transfer, it would appear that the expenditure from Provincial Revenues actually increased during the five years from Rs. 1,43,622 to Rs. 1,93,223, or by 36 per cent, and that the true expenditure from Local Funds increased from Rs. 4,47,374 to Rs. 4,80,945, or by 8 per cent. But, as has been already observed, the amount entered as Local Funds at the beginning of the period already included a large transfer from Provincial Revenues; so that the correction just made fails to show the true amount derived from these two sources. The expenditure from Municipal Funds has increased from Rs. 16,489 to Rs. 53,468, or considerably more than threefold. This is due to a Resolution of Government, defining the financial responsibility of Municipalities in regard to Primary education. It was ordered that, from 1st April 1894, every Municipality should provide either at the rate of 10 annas a head for the education of half the male children of school-going age, or 3.2 per cent of its total income. Some Municipalities have not quite come up to either of these limits; in others the amount thus obtained is insufficient to satisfy the wants of Primary education as well as they were satisfied before. As a rule, schools in receipt of Municipal grants, though inspected and examined by officers of the Department and of the District Boards, do not get money from any other Public Funds, except in Calcutta, when the Municipal allotment for Primary education is only about Rs. 3,000 out of an income of about half-a-crore of rupees. The expenditure from fees has increased from Rs. 15,76,675 to Rs. 17,33,639, or by 10 per cent. The expenditure from "other sources," which in Bengal largely consist of voluntary subscriptions, has increased from Rs. 3,87,935, to Rs. 4,26,311, or likewise by 10 per cent. Under these two latter heads, the rate of increase has almost kept up with the rate of increase in

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pupils during the same period, which was 11 per cent. But as the total expenditure increased at the rate of 13 per cent, it is clear that the balance came out of Public Funds. As a matter of fact, the total expenditure on Primary education from Public Funds increased by 19 per cent.

In order to calculate the aggregate expenditure on Primary education in Bengal, the Director suggests that not only the amount spent on the Primary departments of Secondary schools should be taken into consideration, but also the Indirect expenditure, including a fair share of the salaries and travelling allowances of Sub-inspectors. "The Sub-inspector works mainly for the improvement of Primary schools; and it was estimated some years ago that at least 80 per cent of his pay and allowances might fairly be taken as expenditure incurred on this class of education. If this view be adopted, a sum of about twelve and a half lakhs from Public Funds was spent on Primary education in 1896-97. This represents over 31 per cent of the total expenditure from public sources."

Expenditure on Primary Schools in the North-West

In the North-West, the Director has arranged his returns on a different system from that adopted for General Table 4, upon which our statistical tables are based. He treats all Vernacular education together, classing Unaided schools with Private institutions; and he does not distinguish between the several classes of Public Funds. From General Table 4, it would seem that out of a total expenditure of Rs. 5,79,448 from Public Funds on Primary education in 1896-97, only Rs. 4,368 was derived from Provincial Revenues (entirely devoted to Aided schools), and Rs. 23,748 from Municipal Funds. Both these figures show a decrease compared with 1891-92, whereas Local Funds have largely increased. Broadly speaking, it may be said that the tendency of the system in the North-West (as also in the Punjab) is to throw the entire cost of Primary education on Local Funds. In 1896-97, the proportion was as high as 82 per cent, compared with 34 per cent in Madras, and only 25 per cent in Bombay.

According to the Director's classification, the total expenditure on Vernacular schools for boys (including 289 Middle schools, with 5,937 pupils in the Middle stage) has increased in five years from Rs. 7,33,123 to Rs. 7,98,288, or by 9 per cent. The amount derived from Public Funds has increased from Rs. 6,53,919 to Rs. 6,98,977, or

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by 7 per cent, this increase being almost wholly due to the additional grant of Rs. 75,000 in the last year for the extension of Primary education, of which only Rs. 51,738 was actually spent. The expenditure from fees has steadily increased year after year from Rs. 59,961 to Rs. 79,453, or by 33 per cent; but two-thirds of this belongs to the few Middle schools included. The expenditure from "other sources," though fluctuating widely, has increased from Rs. 19,243 to Rs. 19,858; the larger part is probably derived from Missionary contributions.

Taking Vernacular Primary schools under District Boards by themselves, the total expenditure on them has increased from Rs. 5,18,057 to Rs. 5,46,665, or by 6 per cent; while fees have risen from Rs. 20,695 to Rs. 29,375, or by 42 per cent. It will be remembered that a considerable proportion of the additional grant was devoted by District Boards to their own schools. For Aided Vernacular Primary schools, no comparative statistics are available. But it may be stated that in 1896-97 the total expenditure on them was Rs. 40,763, of which Rs. 28,085 was derived from Public Funds, Rs. 2,953 from fees, and Rs. 9,725 from "other sources."

Expenditure on Primary Schools in the Punjab

In the Punjab, the total expenditure on Primary education for Indians only has increased in five years from Rs. 3,85,519 to Rs. 4,77,586, or by 23 per cent, while the number of pupils increased by 21 per cent. About two-thirds of the increase is on account of Aided and Unaided schools; but included in this is a nominal increase of Rs. 38,221, that amount having been returned under another heading, as grants to Indigenous schools, in 1891-92. The remaining third is on account of Board schools, and is partly due to their increased number, but mostly to improved staffing and better equipment. Of the total expenditure in 1896-97, less than 2 per cent was derived from Provincial Revenues, mainly for model classes attached to the Training schools and for grants to the Primary branches of a few Secondary schools; and as much as 70 per cent was derived from Local Funds, the schools being almost all village schools. Of the remainder, Municipal Funds supplied 9 per cent; fees, 13 per cent; and "other sources," 6 per cent, mostly in Aided schools.

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Expenditure on Primary Schools in the Central Provinces

In the Central Provinces, it is interesting to distinguish the expenditure in Native States. This has increased from Rs. 15,208 to Rs. 27,472, or by 81 per cent. The amount borne by State Revenues has risen from Rs. 7,071 to Rs. 14,405, and the amount borne by Local Cesses has risen from Rs. 5,084 to Rs. 11,790, each having more than doubled; while "other sources" have fallen from Rs. 2,546 to Rs. 423, and fees furnish the insignificant amount of Rs. 507 in each year. Public Funds, therefore, provide 97 per cent of the total expenditure on Primary schools in Native States, compared with 78 per cent in British Districts.

In the British Districts of the Central Provinces, the total expenditure on Primary schools increased from Rs. 2,62,462 to Rs. 3,06,339, or by 16 per cent. As the number of pupils increased at the rate of 35 per cent, the average cost of each pupil fell from Rs. 3.5 to 3.0, or by exactly half a rupee. The expenditure from Provincial Revenues on schools under public management fell from Rs. 54,496 to Rs. 24,496, owing to the transfer of Government schools to District Councils; but the expenditure from this source on Aided schools rose from Rs. 18,342 to Rs. 50,568, owing to the additional grant made to local bodies for the opening of new schools. The total expenditure, therefore, from Provincial Revenues has increased by Rs. 2,276, or at the rate of 3 per cent. Local Funds have risen from Rs. 93,341 to Rs. 1,37,649, or by 47 per cent; and Municipal Funds have risen from Rs. 23,486 to Rs. 25,305, or by 8 per cent. Fees, however, have slightly dropped, from Rs. 42,965 to Rs. 42,237, notwithstanding the large increase of pupils; and "other sources" have fallen from Rs. 28,882 to Rs. 25,884. The decrease in both cases is attributed to the scarcity, which prevailed for two years before it culminated in actual famine.

Expenditure on Primary Schools in the Other Provinces

The Director for Burma nowhere discusses the question of expenditure generally, though he complains that Primary education has suffered from the *pro ratâ* reduction made from the grants-in-aid earned by Burmese Indigenous schools. The total decrease in expenditure (Rs. 8,065) during the five years shown in General Table 4 is more than accounted for by the fall under Municipal Funds, from Rs. 59,677 to Rs. 26,443. Provincial Revenues and Local Funds both show a fair increase; while fees have risen from Rs. 11,514 to

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Rs. 16,286, or by 41 per cent, mostly under Aided schools. As the Lieutenant-Governor remarks, this "increase is as large as could be expected, considering the facilities for gratuitous education in village *pôngyi kyaungs* [monastic schools]." He also draws attention to the fact that the grants paid to Burmese Indigenous schools have increased during four years from Rs. 73,674 to Rs. 1,21,238, or by 65 per cent, while the number of pupils in them increased by only 10 per cent.

In Assam, the most noticeable feature is the large increase under "other sources," from Rs. 29,300 to Rs. 56,512, presumably due to Missionary contributions, which has raised the cost of each pupil's education borne by Private Funds from R. .9 to Rs. 1.1. During the five years, the total expenditure from Public Funds on Primary education has increased from Rs. 1,32,406 to Rs. 1,71,300, or by 29 per cent, while pupils increased by 24 per cent.

The Director for Coorg says nothing about expenditure, except that the Mercara municipality receives an annual grant of about Rs. 1,500 for educational purposes, and that the four Primary schools maintained by Missionaries each receive Rs. 10 a month from Provincial Revenues. From General Table 4, it would seem that during the five years Provincial Revenues have increased from Rs. 1,998 to Rs. 9,048, while Local Funds have decreased from Rs. 6,564 to Rs. 1,202; but these changes are probably connected with each other, being due to some alteration in the system of accounts.

In Berar, the usual difficulty of reconciling the Report of the Director with the General Tables is enhanced by the fact that the receipts from fees in Primary schools under public management are excluded from the returns of expenditure. According to the system of accounts adopted, the total expenditure on this class of schools in 1896-97 amounted to Rs. 2,04,135, of which Rs. 88,942 was derived from Provincial Revenues, Rs. 1,00,672 from Local Funds, and Rs. 9,478 from Municipal Funds; while the balance of Rs. 5,045 is in one place described as "other local funds" and in another as "subscriptions." The latter is probably the correct designation. But, in addition to this, Rs. 41,745 was received from fees, raising the true total of expenditure to Rs. 2,45,880. Excluding fees, the total expenditure has increased in the last four years by Rs. 10,009, or 5 per cent, while pupils increased at the rate of 13 per cent. The result is that the average cost of each pupils has fallen from Rs. 6-3-3 to Rs. 5-13-3; but it is still higher than in any other Provinces, even when fees are

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excluded. Almost the whole of the increase has been borne by Provincial Revenues, which have provided one-third of the cost of all new schools that came into existence on the separation of Primary classes from some Anglo-Vernacular schools, and also an additional grant of Rs. 3,000 each to the two backward Districts of Wun and Basim for a period of ten years from 1895-96.

To Aided schools, the grant from Provincial Revenues is very variable, having been as high as Rs. 20,423, and as low as Rs. 11,794 during the last four years. In 1896-97, the total expenditure on Aided Primary schools was Rs. 38,189, of which Provincial Revenues contributed Rs. 13,108 and fees Rs. 23,877.

Fees in Primary Schools

During the last five years, the expenditure derived from fees in Primary schools throughout all India has increased from Rs. 27,45,075 to Rs. 29,01,675, or at the rate of 6 per cent. But, as the total expenditure increased more rapidly, the proportion contributed by fees has fallen from 29 to 27 per cent. In Secondary schools, it may be remembered, the proportion has risen from 46 to 48 per cent. The proportion varies exceedingly in the several Provinces. In Bengal, it is as high as 60 per cent, or more than double the average. Madras follows with 26 per cent; while at the other end of the list are the North-West and Burma, with 8 per cent each.

The following Table 14 shows the average fee expenditure per pupil in Primary schools for boys according to management, for each Province, in 1896-97. It is based upon General Table 4; but the fees for schools under public management in Berar have been taken from the Director's Report.

When compared with 1891-92, the average fee in all schools under public management has risen slightly, from R. .61 to R. .63; in all Aided schools, it has fallen from Rs. 1.37 to Rs. 1.16; and in all Unaided schools it has risen from Rs. 1.04 to Rs. 1.08. But these general averages are based upon very wide variations in the several Provinces, which can only be explained by local knowledge. For example, the excessively high figure of Rs. 14.30 for schools under public management in Burma, which are only three in number, probably represents the fee-rate in schools for Europeans. The low rate of R. .45 for this class of schools in Bengal (only 41 in number) arises from the circumstance that they are maintained for the benefit of

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backward tracts. Again, the striking difference between the fee-rates in Native States for Bombay and the Central Provinces illustrates the comparative wealth of the former and poverty of the latter.

TABLE 14

Average Fee Expenditure per Pupil in Primary Schools for Boys, 1896-97

Province	*Under Public Management*	*Aided*	*Unaided*	*Native States*
	Rs.	*Rs.*	*Rs.*	*Rs.*
Madras	.85	.91	.96	—
Bombay	.73	1.19	.55	1.02
Bengal	.45	1.53	1.53	—
N.-W. Provinces and Oudh	1.27	.21	.91	—
Punjab	.63	.47	.52	—
Central Provinces	.35	.47	.39	.04
Burma	14.30	.18	0	—
Assam	.20	.42	.35	0
Coorg	.81	1.21	—	—
Berar	1.14	2.27	2.70	—
Average	.63	1.16	1.08	.51

In Madras, the total expenditure from fees fell steadily during the last four years from Rs. 6,49,316 to Rs. 5,35,145, or by 18 per cent, while the average number of pupils on the rolls increased by 7 per cent. Consequently the average fee per pupil has dropped from Rs. 1-3 in the earlier quinquennium to Rs. 1-1, in the later quinquennium, or by two annas. This decrease is due to the discretion given in 1891 to all schools under private management with regard to the levy of fees, subject only to the condition that the standard rate of fees prescribed for Board schools should be adopted for the purpose of calculating the fee income of an institution receiving a grant-in-aid. The result is that in many Aided schools Public Funds and fees are returned as covering the total expenditure. Nothing is said in the Report about exemptions from the ordinary fee.

In Bombay, the Department allows considerable latitude in the matter of fees and exemptions, the rules in the Code regarding Board

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schools being roughly applicable to Aided schools as well. The rates of fees in Board schools may be said generally to run from one anna to six annas, according to the standards, with a lower rate for the children of cess-payers. In a few Districts, and in some municipalities, the fee-rate may rise rather higher; but, on the other hand, in some Districts and towns a lower rate is charged, and in the greater part of Sind no fees at all are levied in Primary schools. The Department, recognising that Primary education should be within the reach of all and possessed by all, does not attempt to press the question of fee levies, except to secure that those who can afford to pay should take their share of a burden which Public Funds are not adequate to bear. As regards exemptions, the ordinary rule is that that 15 per cent may be free pupils, if certified to be poor; but this is not a hard and fast rule, and any *taluk* Board or Municipal Board can obtain an extension of the percentage on good cause shown, while children of backward races are frequently admitted free into schools, irrespective of the percentage. The average expenditure from fees per pupil during the five years has fallen in Board schools from R. .74 to R. .73, has risen in Aided schools from R. .92 to Rs. 1.19, and has fallen in Unaided schools (including those in Native States) from R. .68 to R. .58.

In Bengal, also, the Department interferes but little either in fixing the rates, or in determining the percentage of free pupils in any Primary school. As a rule, all Aided schools must charge some fees, though most of them have a number of pupils on the free list, on account of poverty or owing to the keenness of competition in crowded areas, where the *gurus* (teachers) endeavour to keep a large number of pupils on the rolls, either in order to earn a few extra rupees in the shape of rewards or to win greater success at the scholarship examinations. In many rural schools, the teacher is paid less in cash than in kind, in the form of *sidas* of rice, pulses, and vegetables. There are also customary presents on Saturdays, and on the occasion of a festival. These earnings of the *guru* are not always accurately entered in the returns. During the last five years the average expenditure from fees per pupil has fallen in every class of schools—in those under public management, from R. .62 to R. .45; in Aided, from Rs. 1.54 to Rs. 1.53; and in Unaided, from Rs. 1.66 to Rs. 1.53. This decline is plausibly attributed to the agricultural distress of the past year, which must have reduced the average contribution per pupil to a considerable extent. In schools under public management in particular, which are maintained for the benefit of

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backward and poor races, exemption from fees becomes common at time of distress.

In the North-West, the raising of fees is a burning question in Primary schools, as in other classes of institutions. During the last five years, the expenditure from fees in Vernacular Primary schools managed by District Boards has increased by 42 per cent, while pupils increased by only 18 per cent. And this increase is the more notable when we remember that the increase of pupils is largely due to the effect of an additional grant in the last year of the period, and that during this last year the people were impoverished by famine. As the Director says: "The increased willingness to pay something, however disproportionate to the cost of the education supplied, may be taken as gratifying evidence of an increasing appreciation of the advantages of education. I am informed that in one Division, when the attempt was first made to collect fees, the schools were left empty for months, perhaps to try the effect of this sort of protest; but after a while they again filled, and the numbers before long showed a very satisfactory increase in comparison with other Divisions." But it would seem that a great lack of uniformity still prevails in this matter. In two Divisions, Bundelkhand and Kumaon, practically no fees are levied, which may be explained by their peculiar conditions. Bundelkhand, always poverty-stricken, suffered exceptionally from the famine, and shows an actual decrease in number of pupils; Kumaon is inhabited by hill tribes. But the varying practice of different Districts in the same Division is less easy to account for. For example, in Oudh no fees at all are levied in the Fyzabad and Gonda Districts; in Kheri and Hardoi, fees are not credited into the treasury, but are allowed to the teachers for contingent expenditure; in the Lucknow Division, where fees are levied, the rates vary considerably, and have generally been reduced during the last year on account of famine. In Cawnpore, on the other hand, the scale of fees in the Upper Primary section of village schools was doubled during the year, famine notwithstanding. In Bareilly, despite a reduction in the scale of fees, there is an increase in the fee-income. Over the whole Province, the average expenditure from fees amounts to nearly three annas per pupil; but in one District (Bara Banki) it rises to more than eight annas. "There is therefore evidently a source of educational income available for educational ends that has not yet been exhausted."

In the Punjab, the expenditure from fees has increased by 38 per cent, while the number of pupils increased by 22 per cent. The rates of

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fees laid down for Primary schools range, according to the class, from one to five annas a month, and lower rates are allowed in certain backward Districts. Throughout the Province there has been a steady working up to normal rates during the last five years—in some cases, notably in the Mooltan and Kangra Districts, it is thought too hurriedly. But it must be remembered that the children of agriculturists are exempt from all payment of fees in schools under public management, where they number more than half of the total attendance; and as the fee receipts in this class of schools alone have increased by 24 per cent, while the number of pupils actually decreased, it is evident that the claim to exemption must have been rigorously scrutinised. The average fee per pupil in these schools, paid by non-agriculturists, is Rs. 1-6; in Aided schools, where the exemption does not apply, it is about twelve annas; in Unaided schools, where the teachers receive further payment in kind, which is not accounted for, it is approximately thirteen annas.

In the Central Provinces the fee-receipts have diminished both relatively to the number of pupils, and also absolutely, which is presumably due to the impoverishment caused by prolonged agricultural distress. In schools under public management, the average fee expenditure has fallen most heavily, from R. .62 to R. .35; in Aided schools, the drop is insignificant, from R. .48 to R. .47; and likewise in Unaided schools, from R. .41 to R. .39. In Native States, where Primary education is practically free, the incidence of fees works out at the minute fraction of one-twenty-fifth of a rupee per head.

The Director for Burma reports: "The fee system is gradually extending. In large villages, less difficulty is experienced in realising a fair amount, especially if the managers [= teachers] be certificated. The monastic system, with its free schooling, renders it difficult to collect fees in small villages; and it is only in comparatively large places, like Prome, Henzada, Bassein, and Moulmein, that the eight-anna fee can be levied. In small villages, and in Upper Burma generally, two annas and four annas is the most that can usually be collected. Curiously enough, villagers do not object to the one-pice-a-day system, which really amounts to about eight annas a month. The objection to this system is that it encourages irregularity of attendance." With reference to the unsatisfactory condition of vernacular education in Rangoon city, he further remarks: "People who can afford to send their children to English schools do so, and the pupils found in Vernacular schools are those of the poorer classes who can ill afford to pay proper fees. Private

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schools have been opened charging small fees or none at all, and attracting pupils from registered schools. It is astonishing how parents will take their children away from fairly good schools to put them in incompetent ones simply because they levy no fees."

In Assam, it seems that no change has been made in the system of fees and exemptions, except that Local Boards are empowered to grant a special exemption to the children of poor parents up to 25 per cent of the number of pupils. During the last five years the expenditure from fees has increased from Rs. 26,629 to Rs. 29,802, or by 12 per cent, while the total number of pupils increased by 24 per cent. Consequently, the average rate per pupil has fallen considerably in every class of school—in those under public management, from R. .33 to R. .20; in Aided, from R. .58 to R. .42; and in Unaided, from R. .45 to R. .35.

In Coorg, fees are levied in nearly all Public schools at rates ranging from eight to three annas a month in the Upper Primary department, according to the class of school, and from six annas to one annas a month in the Lower Primary department. But considerable exemptions are allowed. Girls, of whom no less than 699 out of 801 under instruction attend boys' schools, pay no fees at all. Poor boys and those belonging to backward races are likewise exempt; while the same privilege is extended to the children of parents who have provided *pucka* buildings for school-houses at their own expense. In private institutions, the rate of fees varies from R. 1 to two annas, according to the social position of the pupils; but the average income of a private schoolmaster rarely exceeds Rs. 10 a month. From the returns of expenditure, it appears that the average rate of fee per pupil has risen considerably during the last five years in both the classes of schools that are found in Coorg—in Government schools, from R. .69 to R. .81; and in Aided, from R. .95 to Rs. 1.21.

In Berar, as already stated, the fees levied in Board schools, which form by far the strongest class, have been omitted from the returns of expenditure in General Table 4. From the Report of the Director, we learn that the amount of these fees has increased in four years from Rs. 39,578 to Rs. 41,745, or by 5 per cent, while the number of pupils increased by 13 per cent. Consequently, the average rate per pupil has fallen from Rs. 1.23 to Rs. 1.14; but it is still nearly double the rate for the whole of India. The fees in schools under private management, which are a very weak class of institutions, are still

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higher, though during the past five years they appear to have fallen in both cases—in Aided schools, from Rs. 2.53 to Rs. 2.27; and in Unaided, from Rs. 3.16 to Rs. 2.70.

Scholarships in Primary Schools

The question of scholarships is of less importance in Primary than in Secondary schools, and some Provinces devote practically nothing to this object. The following Table 15 gives the expenditure on scholarships in Primary schools in the several Provinces, according to sources, for 1896-97, together with the proportion to the total expenditure on scholarships.

Compared with five years before, the total expenditure on scholarships in Primary schools has increased by Rs. 10,871, or at the rate of 21 per cent, while the proportion that it bears to the total expenditure on scholarships has risen slightly, from 7 to 8 per cent. The amount contributed by Provincial Revenues has increased by Rs. 6,743, or 37 per cent, more than half being under the Punjab. The amount contributed by Local Funds has increased by Rs. 3,907, or 22 per cent, more than half being under Bengal. The amount contributed by Municipal Funds, which is almost entirely provided by Bombay, has decreased from Rs. 2,049 to Rs. 2,032, or by 1 per cent. It may be remarked that Municipalities have reduced their appropriations to scholarships in every class of institutions. The amount from "other sources" has increased from Rs. 15,253 to Rs. 15,491, or by 2 per cent. By far the larger part of this is under Bombay, where it presumably represents grants by Native States.

The Provinces may be arranged in three classes, according to the proportion of their total expenditure on scholarships which they devote to Primary schools. Four of them (Madras, the North-West, Coorg, and Berar) each devote less than 3 per cent; three of them (Bengal, the Punjab, and Assam), between 7 and 9 per cent; and the remaining three (Bombay, the Central Provinces, and Burma), between 13 and 14 per cent. But it must be remembered that in Bombay and the Central Provinces grants by Native States are included. Burma obtains the whole, and the Punjab almost the whole, from Provincial Revenues; Bengal and Assam, by far the larger part from Local Funds. Further details are furnished in some of the Provincial Reports.

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TABLE 15

Expenditure on Scholarships in Primary Schools for Boys, 1896-97

Province	*Provincial Revenues*	*Local Funds*	*Municipal Funds*	*Other Sources*	*Total*	*Percentage of Total Expenditure on Scholarships*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Madras	379	—	—	142	521	1
Bombay	72	5,053	1,772	11,633	18,550	14
Bengal	6,663	11,711	52	590	19,016	8
N.-W. P. and Oudh	—	31	26	578	635	1
Punjab	12,853	342	—	24	13,219	9
Central Provinces	1,134	1,373	107	1,166	3,780	13
Burma	3,837	—	—	—	3,837	13
Assam	—	2,723	—	1,298	4,021	7
Coorg	—	—	—	60	60	2
Berar	—	75	75	—	150	2
Total	24,938	21,328	2,032	15,491	63,789	8
Total for 1891-92	18,195	17,421	2,049	15,253	52,918	7
Percentage of increase or Decrease	+37	+22	−1	+2	+21	—

In Madras, no scholarships are at present awarded by Government in Primary schools or Primary departments, except for the hill tribe of Savaras in the Ganjam Agency Tracts, for whom 25 scholarships, ranging in value from eight annas to Rs. 2, were first sanctioned in July 1896. In connexion with the question of Mappilla education, proposals have been made for the institution of scholarships of from R. 1 to Rs. 2 in value, to be awarded in the second, third, and fourth standards of Mappilla schools. For the rest, the Director writes: "Pupils belonging to other backward and indigent classes are educated almost gratis, and poor pupils are admitted at almost nominal rates of fees; while the Grant-in-aid Code provides for the payment of exceptional rates of grants on behalf of such pupils, and for supplying poor pupils with books and slates." The amount contributed from Public Funds to

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scholarships in Primary schools has decreased in the last five years from Rs. 654 to Rs. 379.

In Bombay, the expenditure on scholarships in Primary schools has increased in four years from Rs. 14,865 to Rs. 18,550; but the Report gives no details. The Director contents himself with saying: "There is now a complete system of scholarships throughout the Presidency, maintained by all District Boards and from Provincial Revenues, by which a clever boy can win his way by competition from the benches of a village school up to the highest examinations of the University; and in that system special provision has been made for the backward races, for whom a certain number of scholarships have been reserved." In another connexion, it is stated that the District Board of Broach spends annually Rs. 1,000 on scholarships for Talavias and other aborigines.

In Bengal, the expenditure on scholarships in Primary schools has increased during the last five years from Rs. 14,549 to Rs. 19,016, which is attributed to the creation of new scholarships from Local and Municipal Funds. But no further details are given in the Report. It has already been stated that the Primary examinations are really examinations for Primary scholarships.

In the North-West, there are practically no scholarships for Primary schools. According to the revised rules for Government scholarships in Vernacular or *halkabandi* schools, out of a total of 826 scholarships only three are held in Primary departments. In the Punjab, also, scholarships, as a rule, are not awarded at the Primary stage. The Report gives the total amount of expenditure on them as only Rs. 342, compared with Rs. 1,089 five years before. It explains that all that is now paid is a few stipends to pupils in the Districts of Kangra and Dera Ismail Khan, to induce them to attend schools at a distance from their homes; while the larger sum in 1891-92 was on account of stipends irregularly awarded in certain schools, which have since been stopped. These figures, however, cannot be reconciled with General Table 4, which returns the expenditure on scholarships in Primary schools at about Rs. 13,000 in each of the two years. In the Central Provinces, the expenditure on scholarships in Primary schools has decreased during the five years from Rs. 3,838 to Rs. 2,886 in British Districts; while the sum of Rs. 894 appears for the first time in 1896-97 under Native States. The Director for Burma says nothing about scholarships in Primary schools, though a larger proportion of the total expenditure on

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scholarships is allotted to this class of schools from Provincial Revenues than in any other Province. It would appear that special scholarships (for two, three, and five years) are awarded in Upper Burma to Vernacular as well as to Anglo-Vernacular schools. In Assam, the expenditure on scholarships in Primary schools has increased in five years from Rs. 1,648 to Rs. 4,206, or nearly threefold.

Night Schools

So far as Night schools are recognised as Public institutions, the statistics for them are included in those for Primary schools. Some special information is given in the Reports of a few Provinces. In Madras, the number of Night schools has almost doubled during the last five years, having increased from 787 to 1,437, while the attendance has also increased from 14,508 to 25,424. The Department is endeavouring to encourage them, as they may yet play an important part in the educational system of the Province. They are worked very economically, the staff and school-rooms of the Day schools being utilised for the purpose.

In Bombay the opinion of the Director is less favourable. The number of such schools has decreased in four years from 294 to 239, the attendance from 6,638 to 5,408, and the expenditure from Rs. 19,958 to Rs. 16,982. This decline is mainly attributed to the closing of schools under District Boards, which have been unable to maintain them for want of funds. But the plague and the famine must also have had some effect; and we are informed elsewhere that the last year brought a large decline in the number of Night schools in Sind, "due to the closing of useless institutions." On the other hand, we are told of no less than 29 Night classes in the little State of Savantwadi, and of five new Unaided schools opened in Broach.

> "The Department does not force the existence of these schools, but encourages them as funds permit. More than this is not, I think, desirable at present. The Grant-in-aid Code provides for the aiding of Night schools; but usually the master of the Day school receives a small additional allowance for teaching in the Night school, and a small grant is made for contingencies. This system is not in every way good; for the master sometimes does little or nothing for his extra pay, and alleges the bad attendance and idleness of his adult pupils as the cause of an absence of results.

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I have tried the system of grants-in-aid to Board schools in some Districts, but neither has this system proved altogether successful; and it may be generally admitted that this class of school is one that has no great vitality or efficiency. Occasionally, good and useful schools are found, but this is generally due to the energy of the master, rather than to the desire of the adult population for education."

In Bengal, 1587 Night schools were returned for 1896-97, about two-fifths of which are in two Districts of the Dacca Division. "A few of these schools, especially in towns and large villages, work fairly and are useful; but the inspecting officers have grave doubts as to the trustworthiness of the registers of most of them, and it is very difficult to say who are the real pupils of these schools."

School Accommodation and Hygiene

In Madras, information was specially obtained in 1896-97, as to the nature of the accommodation provided for colleges and schools. Out of the total of 19,992 Primary schools for boys, 5,509 were held in buildings of their own and 5,267 in rented buildings; while 5,261 were held in *chavadies, choultries*, temple, etc., and 3,955 in the private house or *pial* of the manager or head-master. Most of the two latter classes are "results" schools; and the numerous applications received from the managers of such schools for a rent-grant have to be refused for want of funds.

"If the condition of Primary schools in the Mufussal is thus far from satisfactory, that of Primary schools in the Presidency town itself appears to be even worse. Out of 137 Primary schools in Madras city, aided from Municipal Funds, only 21 have buildings of their own, 100 are held in rented buildings, and the rest in *mantapams* and *choultries* or in the master's dwelling-house. The rented buildings are in most cases quite unsuited for the purpose, being only small ill-ventilated rooms, or portions of dwelling houses, or merely the open *pials* of houses close by the street drains. Scores of children may be seen, huddled together in a *mantapam* or on a *pial*, with no better sitting accommodation than a few bamboo mats, and often without that, and exposed to the morning or evening sun. Further, the street gutter and other

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insanitary surroundings, so common in a crowded city, cannot but be injurious to the health of the children. It has therefore been suggested that the Madras Municipality should construct annually a few model school houses, which might accommodate the more largely attended Primary schools in the city, and should allow the managers to occupy them rent-free or for a small rent just sufficient to keep the buildings in repair; and that it should give the managers of other schools a liberal rate of rent-grant to enable them to provide suitable accommodation."

With regard to school hygiene generally the Director for Madras writes:

"Care is taken, before admitting any school to the privilege of recognition, as well as at each inspection, to see that the general condition of the premises is in accordance with modern hygienic requirements, especially in respect of light and ventilation, superficial and cubic space, sanitary surroundings, and latrine arrangements. All permanent changes of school premises have to be reported for the information and approval of the Department. Plans of new school-houses have also to be approved by the Department, which sees that the designs are fitted to secure comfort and convenience to teachers and taught.

The matter of school furniture and appliances receives as much attention as school accommodation. The Grant-in-aid Code provides for payment from Public Funds of a grant not exceeding Rs. 25 to each village school towards furniture, without requiring managers to make any contribution for the purpose; and the inspecting officers are empowered to take the initiative where necessary, and to supply rural schools with the necessary furniture and appliances. Grants not exceeding half the cost are paid in other cases towards furniture, apparatus, and appliances. Although, in view of the poverty of some managers and of the habits of native children, benches without backs and even mats spread on the floor are accepted as satisfying the rules in Primary schools, yet no grant-in-aid is given for benches unless they have backs.

In the interest of the eyesight of children, text-books not printed in clear and bold type and on good paper are not approved by the

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Department; in point of fact, they are not even laid before the Text-book Committee. It is, moreover, the duty of inspecting officers, when they visit schools, to see that the text-books in use satisfy the above conditions; and they are required to report every case in which the conditions have not been fulfilled. Managers are requested to bring to the notice of the inspecting officers copies of approved books which they consider inferior. Any text-book which falls away from the originally approved specimen is liable to be removed from the list. The result is that, during the quinquennium, considerable improvement has taken place in the general get-up of books for use in elementary schools."

Primary Schools as Post Offices

One of two of the Provincial Reports furnish interesting information about the success of the scheme to extend postal advantages through the rural tracts by making use of the services of Primary schoolmasters. The introduction of the scheme on a systematic plan into Bengal dates as far back as 1884, when 112 existing village post offices were placed under the charge of schoolmasters. Inspecting officers of the Educational Department were invited to co-operate with the Postal authorities, so as to secure the success of the scheme and extend its sphere; and the number of "school post offices" went on steadily increasing, to 360 in 1888 and 430 in 1893. In that year the Postmaster-General issued a circular letter to all the supervising officers of his Department, urging the necessity for giving a further extension to the system, by starting small post offices at villages where Lower Primary or other schools were situated. These rudimentary post offices, as they may be called, with no money-order or savings-bank powers, were to have a small delivery jurisdiction, the schoolmaster fixing his hours of business at any time convenient to himself, the letters being delivered by means of the boys attending the school, with or without a small delivery allowance as circumstances might require. This simple routine, it was estimated, would not take more than an hour a day; and the remuneration offered was Rs. 2 or Rs. 3 a month, with a rupee or so for delivery allowance when this was necessary—an extra income by no means inconsiderable to a Primary schoolmaster, whose total cash emoluments for school work do not on an average exceed Rs. 60 a year.

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The number of "school post offices" returned in Bengal in 1896-97 was 697, compared with 596 in the preceding year. The following circular, issued by the Postmaster-General in 1896-97, clearly defines the relations which should subsist between the officers of the two Departments:—

> "The Education and the Postal Departments are very closely allied. While the progress of the Post Office depends on the spread of education, the various facilities, on the other hand, which the Post Office brings to the door of educated men and women are among the best illustrations of the value of education, and form not the least of incentives to parents to educate their children. The heads of the Education Department have, directly and indirectly, cordially assisted in the development of the Post Office. Without their aid, such progress as has been made would, in a large measure, have been impossible. This constant and valued co-operation must be reciprocated by all Postal officers. Each Superintendent and Inspector is bound to do all in his power to smooth over any little difficulties which may arise in connection with the combination of postal and school duties. There is need of much tact and judgment in dealing with the school teachers themselves, as well as in correspondence and interviews with educational officers of every grade. Care must be taken to subordinate postal duties to educational work, to avoid anything at all like bullying, to be liberal in permitting school-teachers, when going on leave, to make their own arrangements as regards a *locum tenens*, and to avoid asking for school-teachers to be transferred from one place to another for purely postal reasons."

Another matter in which the Postal authorities sought the help of Educational officers in Bengal in 1893-94 was the diffusion of the rudiments of postal information among the people by means of the schools. It was pointed out that, owing to insufficient and wrong addresses, thousands of articles found their way into the dead letter office or were mis-sent; and it was hoped that, if the pupils had the rules explained to them and were taught how to address letters, much would be done towards removing this evil. District Boards and inspecting officers of the Educational Department were requested to

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co-operate with the Postal authorities in this direction.

On the same subject, the Director for Madras quotes from a letter written by the Postmaster-General:

> "The number of schoolmasters at present in charge of branch offices is 749, or nearly half the total number of extra-departmental agents employed by the Post Office. On the whole, the experiment of employing them as branch postmasters has been a great success, and has proved and will prove of great assistance to the [Postal] Department in extending postal facilities to the remoter parts of the Mufussal. Of course, from a postal point of view they have their faults. They are often indifferent in learning postal rules, they are liable to be frequently transferred, they are generally only temporary residents in the villages and therefore unfamiliar with the inhabitants, and they are inclined to close their post offices on school holidays or else hand them over to the charge of some irresponsible person. But these defects notwithstanding, they are generally far superior to other candidates for the post of branch postmaster in intelligence, education, and attention to duty, and perform the duties entrusted to them carefully and well."

The Director points out that the total figure quoted must include the masters of schools under private management. He states that the number of branch post offices in charge of the masters of Government schools is only five, but the number of those in charge of Board schoolmasters has risen from 249 to 371. These schoolmasters are in receipt of monthly allowances varying from Rs. 2 to Rs. 7.

The system prevails in other Provinces also. But the only reference to it is in the Report for the Punjab, where the Director says: "The experiment of School Post Offices has been extended to a great degree during the quinquennium, to the benefit of the public and without injury to the schools."

Schools maintained for aboriginal tribes and other backward classes of the population will be considered later, in Chapter 7.

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J.S. COTTON

Training Schools in India

TRAINING SCHOOLS

This chapter will deal not only with institutions of all kinds for the training of teachers, but also (so far as possible) with the qualifications of the teaching staff in schools for general education. With regard to the character of so-called Training schools, the widest divergencies prevail. Some of them are called Colleges, but their only title to that name is that a few of the students in them may have passed the Matriculation examination. The name is properly restricted to two Government institutions in Madras, which prepare candidates for a special diploma in teaching at the Madras University, and are therefore entered in the General Tables among Professional Colleges. Most of them represent the older Normal schools, established by Government for the better education and training of Vernacular schoolmasters. Many of them, again, are merely classes attached to institutions for general education, where the degree of training that can be given is necessarily of the smallest. In Assam, but not in Bengal, *guru* classes are included, in which selected masters of Middle schools are authorised to give instruction in educational methods to *gurus*

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(masters) of Primary schools. In Madras, the returns not only comprise Sessional schools, which are somewhat of the same nature as the *guru* classes just mentioned, but also classes for gymnastic instructors.

With such divergencies as these between the several Provinces, it is manifest that no comparative statistics of so-called Training schools can be of any value. The only possible way to treat the subject will be to allow each Director to explain his own system, so far as he does so in his Report. But, at the same time, it would be undesirable to omit the usual tables, giving the number of institutions and pupils at the end of the two quinquenniums, and also the expenditure.

Training Schools for Masters

The following Table 1 gives the number of Training schools for Masters and of the pupils in them, in the several Provinces, according to management, for the two years 1891-92 and 1896-97. The figures differ from those shown in General Table 3, by the addition of the two Professional colleges for teaching in Madras.

Going back for ten years, the total number of Training schools for Masters has apparently increased from 113 to 141, and the number of pupils in them from 4,451 to 4,607. During the earlier quinquennium, the number of institutions remained almost stationary, and the number of pupils slightly decreased. During the later quinquennium, institutions increased by 22 per cent and pupils by 4 per cent. The increase in institutions is confined to Madras and Assam. In both cases it is mainly due to the opening of a larger number of Sessional schools and *guru* classes, which represent the very lowest stage of training. The increase in pupils is found mainly in Burma, the North-West, and the Central Provinces, in all of which Training schools are weakly organised. Madras, Bombay, and Bengal each show a decrease in pupils, and Berar a large decrease. The great majority of Training schools are maintained by Government. Madras is the only Province that now has any under District or Municipal Boards those formerly existing in Assam having been transferred to the Department. Aided and Unaided both show a slight increase, but the total for each is small. The two Unaided Training schools returned for Bombay are really in Native States.

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TABLE 1

Training Schools for Masters, 1891-92 and 1896-97

Province	*1891-92*									
	Government		*District and Municipal*		*Aided*		*Unaided*		*Total*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*
Madras	29	1,041	14	244	7	154	1	5	51	1,444
Bombay	5	519	—	—	1	70	2	85	8	674
Bengal	15	658	—	—	6	229	—	—	21	887
N.-W. P. and Oudh	4	334	—	—	1	22	—	—	5	356
Punjab	6	357	—	—	—	—	—	—	6	357
Central Provinces	5	176	—	—	—	—	—	—	5	176
Burma	2	63	—	—	—	—	—	—	2	63
Assam	6	134	7	95	1	111	2	12	16	352
Coorg	1	10	—	—	—	—	—	—	1	10
Berar	1	94	—	—	—	—	—	—	1	94
Total	74	3,386	21	339	16	586	5	102	116	4,413

(*Contd.*)

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TABLE 1 (*Continued*)

Province	*1896-97*										*Percentage of Increase or Decrease 1896-97 compared with 1891-92*	
	Government		*District and Municipal*		*Aided*		*Unaided*		*Total*			
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
1	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*
Madras	34	975	22	321	7	135	3	46	66	1,477	+29	–2
Bombay	5	433	—	—	1	86	2	73	8	592	0	–14
Bengal	13	574	—	—	7	291	—	—	20	865	–5	–2
N.-W. P. and Oudh	4	508	—	—	—	—	—	—	4	508	–20	+43
Punjab	6	352	—	—	—	—	—	—	6	352	0	–1
Central Provinces	4	218	—	—	—	—	—	—	4	218	–20	+24
Burma	2	159	—	—	—	—	—	—	2	159	0	+152
Assam	25	266	—	—	2	81	2	17	29	364	+84	+3
Coorg	1	10	—	—	—	—	—	—	1	10	0	0
Berar	1	62	—	—	—	—	—	—	1	62	0	–34
Total	95	3,557	22	321	17	593	7	136	141	4,607	+22	+4

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Training Schools for Mistresses

The following Table 2 gives the number of Training schools for Mistresses and of the pupils in them, in the several Provinces, according to management, the two years 1891-92 and 1896-97.

Going back for ten years, the total number of Training schools for Mistresses has apparently increased from 28 to 45, and the number of pupils in them from 672 to 1,118. The rate of increase was somewhat higher in the later quinquennium, when it was 22 per cent for schools and 41 per cent for pupils. Besides Berar and Coorg, the large Province of the Punjab is conspicuous in having no recognised institution for the training of female teachers, though it devotes some money to this purpose in ordinary girls' schools. The North-West, the Central Provinces, and Assam each have only one such institution. In this case, the majority of the institutions are Aided, the Government maintaining none in Bengal; and it may be assumed that these are classes attached to Missionary schools for general instruction. The two Unaided institutions returned for Bombay are again in Native States. The increase in institutions is confined to Madras, Bombay, and Burma; while Bengal shows a decrease. The increase in pupils is found everywhere, except in Assam.

Expenditure on Training Schools for Masters

The Table 3 gives the expenditure on Training schools for Masters in the several Provinces, according to sources, for the two years 1891-92 and 1896-97. The figures differ from those shown in General Table 4, by the addition of the expenditure on the two Professional colleges for teaching in Madras.

Going back for ten years, the total expenditure on Training schools for Masters has increased from Rs. 4,41,602 to Rs. 6,14,852, the rate of increase being 23 per cent, in the earlier quinquennium, and 13 per cent in the later. Practically the whole of this increase is borne by Provincial Revenues, which now provide 72 per cent of the total cost, as compared with 57 per cent. The amount derived from Local and Municipal Funds has decreased (entirely in the later period); while "other sources," mainly Missionary contributions, have in the later period more than made up for a decrease in the earlier. The amount from Provincial Revenues devoted to schools under public management increased by 45 per cent in the earlier period and 29 per cent in the later. In the Central Provinces, Coorg, and Berar, the entire

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TABLE 2

Training Schools for Mistresses, 1891-92 and 1896-97

Province	*1891-92*									
	Government		*District and Municipal*		*Aided*		*Unaided*		*Total*	
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*
Madras	3	74	1	12	11	157	—	—	15	243
Bombay	2	87	2	45	1	26	2	21	7	179
Bengal	—	—	—	—	5	192	5	108	10	300
N.-W. P. and Oudh	—	—	1	2	—	—	—	—	1	2
Punjab	—	—	—	—	—	—	—	—	—	—
Central Provinces	1	19	—	—	—	—	—	—	1	19
Burma	2	21	—	—	—	—	—	—	2	21
Assam	—	—	—	—	1	29	—	—	1	29
Coorg	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—
Total	8	201	4	59	18	414	7	129	37	793

(*Contd.*)

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TABLE 2 (*Continued*)

Province	1896-97										Percentage of Increase or Decrease 1896-97 compared with 1891-92	
	Government		District and Municipal		Aided		Unaided		Total			
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	12	13	14	15	16	17	18	19	20	21	22	23
Madras	4	94	—	—	15	223	—	—	19	317	+27	+30
Bombay	2	86	3	19	3	27	2	30	10	162	+43	−10
Bengal	—	—	—	—	9	432	—	—	9	432	−10	+44
N.-W. P. and Oudh	—	—	—	—	1	83	—	—	1	83	0	+4050
Punjab	—	—	—	—	—	—	—	—	—	—	—	—
Central Provinces	1	23	—	—	—	—	—	—	1	23	0	+21
Burma	4	83	—	—	—	—	—	—	4	83	100	+295
Assam	—	—	—	—	—	—	1	18	1	18	0	−38
Coorg	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—	—	—
Total	11	286	3	19	28	765	3	48	45	1,118	+22	+41

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TABLE 3

Expenditure on Training Schools for Masters, 1891-92 and 1896-97

Province	*1891-92*						*1896-97*						*Percentage of Increase or Decrease*	
	Provincial Revenues			*Local and Municipal Funds*	*Other Sources*	*Total*	*Provincial Revenues*			*Local and Municipal Funds*	*Other Sources*	*Total*	*1896-97 compared with 1891-92*	*1891-92 compared with 1886-87*
	Under Public Management	*Aided*	*Total*				*Under Public Management*	*Aided*	*Total*					
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*			
Madras	75,126	12,682	87,808	57,154	17,128	1,62,090	1,41,696	11,781	1,53,477	25,718	19,251	1,98,446	+22	+45
Bombay	61,079	2,000	63,079	29,933	18,965	1,11,977	62,916	2,500	65,416	29,541	20,879	1,15,936	+4	+57
Bengal	67,485	4,717	72,202	873	10,922	83,997	79,634	5,399	85,033	487	17,342	1,02,862	+22	−1
N.-W. P. and Oudh	—	—	—	48,124	2,449	50,573	1,934	—	1,934	40,980	310	43,224	−14	+7
Punjab	57,250	—	330	—	—	57,580	61,906	—	61,906	592	—	62,498	+9	+15
Central Provinces	27,698	—	57,250	330	—	27,698	30,058	—	30,058	—	—	30,058	+9	+28
Burma	19,516	—	19,516	—	—	19,516	28,010	—	28,010	—	2,307	30,047	+54	−2
Assam	11,191	981	12,172	4,801	2,617	19,590	12,475	1,036	13,511	5,776	2,696	21,983	+12	−16
Coorg	1,272	—	1,272	—	—	1,272	1,354	—	1,354	—	—	1,354	+6	−8
Berar	10,853	—	10,853	—	—	10,853	8,444	—	8,444	—	—	8,444	−22	+13
Total	3,31,470	20,380	3,51,850	1,41,215	52,081	5,45,146	4,28,427	20,716	4,49,143	1,03,194	62,515	6,14,852	+13	+23
Percentage of Increase or Decrease:—1896-97 compared with 1891-92	—	—	—	—	—	—	+29	+2	+28	−27	+20	+13	—	—
1891-92 compared with 1886-87	+45	−6	+41	+6	−11	+23	—	—	—	—	—	—	—	—

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expenditure is derived from this source. The amount devoted to Aided schools has varied very little, by far the greater part being under Madras.

The expenditure in the different Provinces shows wide fluctuations. In Bombay it increased largely in the earlier period, and then remained stationary. In Bengal, on the other hand, there was a slight decrease in the earlier period, followed by a considerable increase. In the North-West, as also in Berar, a considerable decrease in the later period has reduced the expenditure below the figure at which it stood ten years ago. Bengal, the Punjab, and the Central Provinces each show an increase in both periods, much larger in the earlier than in the later. Burma, Assam, and Coorg each show a decrease in the earlier period, but an increase in the later. In the case of Burma this increase is very large, but neither Assam nor Coorg has recovered the figure of ten years ago. It will be observed that nearly one-third of the total expenditure is under Madras; that the North-West obtains practically the whole from Local and Municipal Funds; and that the large amount from "other sources" under Bombay includes grants by Native States.

Expenditure on Training Schools for Mistresses

The Table 4 gives the expenditure on Training schools for Mistresses in the several Provinces, according to sources, for the two years 1891-92 and 1896-97.

Going back for ten years, the total expenditure on Training schools for Mistresses has increased from Rs. 1,07,235 to Rs. 1,68,975, the rate of increase being 21 per cent in the earlier quinquennium and 30 per cent in the later. In this case, the larger part of the increase comes from "other sources," including Missionary contributions and grants by Native States, which now provide 44 per cent of the total as compared with 35 per cent. The amount from Provincial Revenues devoted to schools under public management shows only a slight increase; while that devoted to Aided schools increased 19 per cent in the earlier period and 33 per cent in the later. The amount derived from Local and Municipal Funds, which is almost entirely under Bombay, increased very largely in the earlier period.

Almost all the Provinces share in the increase. The Punjab, Berar, and Coorg have no institutions of this class. Madras gives the largest amount from Provincial Revenues, equally divided between Government

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TABLE 4

Expenditure on Training Schools for Mistresses, 1891-92 and 1896-97

Province	1891-92						1896-97						Percentage of Increase or Decrease	
	Provincial Revenues			Local and Municipal Funds	Other Sources	Total	Provincial Revenues			Local and Municipal Funds	Other Sources	Total	1896-97 compared with 1891-92	1891-92 compared with 1886-87
	Under Public Management	Aided	Total				Under Public Management	Aided	Total					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Madras	14,693	16,796	31,489	1,183	16,522	49,194	16,763	16,875	33,638	—	22,067	55,705	+13	+23
Bombay	19,551	1,646	21,197	10,703	12,183	44,083	21,575	5,301	26,876	11,818	20,112	58,806	+33	+41
Bengal	—	4,440	4,440	—	20,712	25,152	—	8,332	8,332	—	29,941	38,273	+52	+31
N.-W. P. and Oudh	—	—	—	—	18	18	—	—	—	930	1,133	2,063	+11,361	–90
Punjab	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Central Provinces	6,151	—	6,151	—	—	6,151	6,825	—	6,825	—	—	6,825	+11	+17
Burma	4,094	—	4,094	—	50	4,144	6,416	—	6,416	—	—	6,416	+55	+45
Assam	—	83	83	—	1,411	1,494	—	—	—	—	887	887	–41	0
Coorg	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	44,489	22,965	67,454	11,886	50,896	1,30,236	51,579	30,508	82,087	12,748	74,140	1,68,975	+30	+21
Percentage of Increase:—1896-97 compared with 1891-92	—	—	—	—	—	—	+16	+33	+22	+7	+46	+30	—	—
1891-92 compared with 1886-87	+1	+19	+7	+89	+38	+21	—	—	—	—	—	—	—	—

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and Aided schools. The total amount is largest in Bombay, where Provincial Revenues and Local Funds together provide 66 per cent. All the schools in Bengal are Aided, and the contribution from Public Funds amounts to only 22 per cent. In the North-West, the total amount is insignificant, and is derived in almost equal proportions from Local Funds and "other sources." In the Central Provinces and Burma, the whole is derived from Provincial Revenues, and spent upon Government institutions. The single institutions in Assam shows a considerable decrease in its income, which is now entirely derived from "other sources."

Training Colleges in Madras

Madras possesses the only two Professional colleges for teaching which are affiliated to a University, and which teach a course leading up to a University diploma. Both of them are Government institutions. The Teachers' College at Saidapet, near Madras city, was raised to the status of a college on its affiliation to the University in 1886; it was removed from Madras city to Saidapet (where the College of Agriculture is also situated) in 1888; and the course of instruction was reorganised in 1890. Early in 1894, another Training college was opened at Rajahmundry, for the benefit of students from the Northern Circars; but up to the present its numbers have remained very small.

The Saidapet College is located in a building of its own, which however, needs enlargement to accommodate the practising classes comfortably. Its staff consists of a principal and vice-principal, who are both members of the Indian Education Service; two assistants, who are in the Provincial Education Service; and several assistants belonging to the Subordinate Education Service. The students are all stipendiaries. The qualification for admission is that they must have at least passed the First Arts examination of the University; but graduates are preferred, and the proportion of graduates is steadily rising. In 1896-97, out of 48 students, one was M.A., 34 were B.A.'s (compared with 31 five years before), and only 13 were undergraduates (compared with 13). The total number is ten less than in 1891-92; but this may be only an accidental fluctuation. The course of training, which lasts for twelve months, is twofold: one course aims at the Licentiate in Teaching granted by the University, after a practical and a written examination; the other is a preparation for the second-grade collegiate teachers' certificate granted by the Department. The total expenditure on the

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college during the quinquennium averaged Rs. 28,285 a year, of which Rs. 655 was covered by receipts from fees, &c. The average cost of each student would thus appear to be Rs. 566, entirely provided from Provincial Revenues.

The Rajahmundry College is modelled upon the same lines. It has suffered from want of accommodation, but a new building is now in course of erection. The staff consists of a principal, who is also the principal of the Arts College to which the institution is attached; a vice-principal belonging to the Provincial Education Service; and several assistants. The number of students has fluctuated during the four years that the college has been open. In 1896-97, there were 10 students, of whom 3 were graduates. The expenditure has averaged Rs. 5,486 a year; so that the average cost of each student would be about Rs. 548.

At the University examinations for the Licentiate in Teaching during the last five years, 274 candidates presented themselves on the written side, of whom 195 passed; and 291 presented themselves on the practical side, of whom 150 passed. The latter alone are qualified for the diploma. Of these, no less than 104, or 69 per cent, were Brahmans, and 36 Native Christians. Not one was a Muhammadan. Two of those trained in the Saidapet College were women. In addition, 217 trained and 163 untrained candidates appeared at the examination for the second-grade collegiate teachers' certificate; and 175 passed, of whom 69 qualified for trained teachers' certificates.

Training Schools for Masters in Madras

Madras is also provided with a system of Training schools, intended to afford both theoretical instruction and practical training for the profession of teacher, and elaborately classified. Three grades of certificate are recognised by the Department, besides the two already mentioned in connexion with Colleges. The course of instruction for each grade extends over twelve months, during which period the students are bound to abstain from engaging in any other avocation or attending any other institutions, except with the permission of the head of the Training school. A student under training has to devote his whole time to the study of such subjects as school organisation, discipline, and the art of teaching, in all of which he has to undergo a written examination; and, to gain practical skill as a teacher, he has to teach in the practising school under the supervision of the training master, and to learn how to instruct a class in drill and gymnastics or calisthenics.

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He is also exercised in reading, black-board work, and map-drawing. No student while under training is allowed to study for any public examination, except Primary school teachers belonging to backward classes.

The number of Training schools for Masters in Madras increased during the five years from 38 to 42, but the students in them decreased from 1,258 to 1,131. This slight decline is not a matter of surprise to the Director. "The introduction of the Madras Educational Rules some years ago created a very active demand for certificated teachers, as schools could not be recognised unless a certain proportion of the staff consisted of qualified teachers. The statistics already given [pp. 138, 186] show that, at the present time, only a minority of the teachers in Secondary and Primary schools are uncertificated men; and it would appear from this that the demand for trained teachers is approaching what may be called a normal standard, proportioned mainly to the requirements of existing schools, the managers of which have to fill vacancies caused by death, retirement, or transfer."

Of the 42 Training schools in 1896-97, 30 are maintained by the Department, 2 are under District Boards, and 10 under Mission management. Of the last class, 7 are Aided and 3 Unaided. One of the Government schools is intended exclusively for Muhammadans, one for Mappillas, and one for Panchamas (Pariahs), and the Mission schools are intended mainly for Native Christians. The schools are further classified according to the grade of certificates for which they prepare their students: 8, with 73 students, being Upper Secondary (= High); 21, with 223 students, Lower Secondary (= Middle); and 13, with 835 students, Primary. In Government schools, stipends are granted to students at rates ranging from Rs. 10 to Rs. 5 a month, according to grade. An extra allowance is given to Europeans, Eurasians, Muhammadans, Panchamas, and teachers in the Agency Tracts. In other schools, the rates of stipend are fixed by the managers, but they are generally about the same as the Government rates. In 1896-97, out of the total number of 1,131 students, only 58 were not in receipt of stipends, mostly in the Unaided schools. The maximum number of Government stipends is 1,035, but a considerable number of these were not appropriated, and consequently only Rs. 48,454 was expended in the year, out of a Budget estimate of Rs. 55,076 on this account. Divided according to race or creed, the number of Native Christians among the students increased during four years from 222 to

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288, Panchamas from 13 to 28, and "aborigines" from 1 to 8, while Brahmans decreased from 573 to 407, non-Brahman caste Hindus from 326 to 314, and Muhammadans from 100 to 86.

Certificates are given in the three grades above mentioned after an examination consisting of both a written and a practical test, which is conducted by a representative board. The examination is open to untrained teachers, who can only obtain an untrained teachers' certificate. During the last five years, 520 students from Training schools presented themselves for the written examination in the Upper Secondary grade, of whom 154 passed, or 30 per cent; in the Lower Secondary grade, 1,324 presented themselves, of whom 389 passed, or 29 per cent; in the Primary grade, 4,022 presented themselves, of whom 1,368 passed, or 34 per cent. The total number of students who found employment as teachers during the period, or who set up schools of their own, was 5,352, and the number has been increasing in the last few years, though the actual number of students has been falling. This anomaly is explained by the fact that all students, as one of the conditions of their admission, are bound to serve as teachers in recognised schools for at least three years. A record of past students is kept, and all stipendiary students who fail to satisfy this condition are compelled by legal proceedings to refund the amount received by them in stipends and allowances, together with tuition fees.

The total expenditure (including stipends, but excluding grants for furniture, apparatus, and buildings) increased during the last four years from Rs. 1,39,733 to Rs. 1,41,060. As the number of students decreased, the average cost of each student rose from Rs. 119 to Rs. 136. The proportion of the total expenditure borne by Provincial Revenues is 84 per cent.

Training Schools for Mistresses in Madras

The number of Training schools for Mistresses in Madras increased during the five years from 15 to 19, and the students in them from 243 to 317. Of the schools, four are maintained by the Department, while the remaining 15 are all under Mission management, and aided from Provincial Revenues. One of the Government schools at Madras, intended for Muhammadan women, has an endowment of Rs. 9,000, given by Lady Mary Hobart, the wife of a former Governor; another, at Calicut, is maintained partly from the proceeds of certain escheated lands. Nearly one-third of the students are to be found in

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Madras city, and the Director considers it a matter of serious concerns that as many as 11 Districts contain no provision for the training of women for the teaching profession. These schools, like those for men, are classified according to grade, as Upper and Lower Secondary and Primary. Stipends are paid at the same rates as for male students, with the addition of a "guardian allowance" of Rs. 5 a month for women who are not residents of the town in which the school is situated. The proportion of stipendiary students is lower in the Mission schools, because of the number of boarders who do not receive stipends. In 1896-97, out of a total of 317 female students, no less than 259 were Native Christians, for whom the Mission schools are chiefly intended; 29 were Europeans or Eurasians, 14 Muhammadans, and only 4 Hindus, including one Brahmani. At the examinations during the last five years, the average of success was distinctly higher than for male students, ranging from 34 to 47 per cent in the several grades. The number of women who obtained employment as teachers rose steadily year by year, and amounted to 938 for the whole period. The total expenditure remained practically unchanged at about Rs. 55,000, of which 60 per cent was borne by Provincial Revenues. The average cost of each student is Rs. 179, or nearly one-third higher than for a male student.

Sessional Schools in Madras

Sessional schools are peculiar to Madras. Their object is to afford facilities to un-passed village teachers to prepare themselves for the Primary Examination, which is the standard of admission into Training schools of the Primary grade. No attempt is made to give instruction in the theory and art of teaching, or even in the preparation of registers and returns, so that they are essentially classes for general education, though attended by teachers. They are held by special inspecting school-masters, for short sessions varying from three to six months in the year, who more from place to place according to the convenience of the un-passed teachers in the neighbourhood. Hence it is that, though the returns on 31st March 1897 show only 20 schools and 247 students, the total number of classes held during the year was 76, and the total attendance 944. Each teacher attending a Sessional school receives a stipend of about Rs. 4 a month, and is required to appear at the next following Primary Examination. In 1896-97, 762 teachers from Sessional schools appeared for the complete test at this examination, of

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whom 532 passed, while others passed only in the compulsory or some of the optional subjects. The total expenditure on Sessional schools averages about Rs. 20,697 a year, almost entirely borne by Local Funds.

Training Schools for Gymnastic Instructors in Madras

In 1892-93, a class for the training of gymnastic instructors, which had been carried on for several years by the Physical Training and Field Games Association, was taken over by the Department, and amalgamated with the Teachers' College at Saidapet, of which it now forms a distinct branch. Accommodation has been provided for 20 resident students who come from a distance, at a charge of eight annas each a month. These resident students attend the practising school for their general education, and also receive instruction in drawing. The course of instruction in gymnastics extends over nine months, at the end of which an examination is held by the representative Board of Examiners for Teachers' Certificates, assisted by an expert. During the last five years 158 gymnastic students have passed for certificates; and 124 have obtained employment. The total expenditure on the gymnasium averages Rs. 2,953 a year. In 1896 a small gymnastic class, with eight students, was opened in connexion with the Training College at Rajahmundry.

Registration of Teachers in Madras

During the first few years of the working of Training (originally Normal) schools in Madras, formal certificates were not issued to the students trained therein, though they were regarded as qualified teachers. At a later period Normal certificates were granted to trained teachers when they passed a practical test at the Inspector's examination, having previously passed a written examination in school management; and Ordinary certificates were granted in the case of teachers who had not gone through a course of training, provided they passed a practical test at the Inspector's examination, having previously passed a written examination in school management. But teachers of the lowest grade, whether trained or untrained, were not required to pass a written examination. Since the constitution of the Board of Examiners for Teachers' Certificates in 1892 (which has recently been re-organised on a representative basis), Training Teachers' certificates (corresponding to Normal certificates) are awarded to trained teachers

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who have secured a prescribed number of marks, first at a written examination and subsequently in a practical test conducted by the Board; and Untrained Teachers' certificates (corresponding to Ordinary certificates) are awarded to all other teachers who have passed first a written examination and subsequently a practical test conducted by the Board. These various changes having led to some confusion in the description of certificates and inaccuracy in the returns relating to teachers, steps have been taken to open a register, to be kept in the Director's office, which shall include the names of all teachers;(1) who actually hold, or are eligible for, Teachers' certificates of whatever grade or description, (2) who on 31st March, 1895, had the necessary service required under the Madras Educational Rules, (3) who hold such certificates, other than teachers' certificates, as are approved under those Rules. This work is, no doubt, one of considerable magnitude; but it has been considered necessary, in order to secure thorough accuracy in the statistics of teachers, to gauge the work done by Training schools in supplying certificate teachers for Public institutions, and to minimise the chances of fraud.

Teachers' Associations in Madras

In 1897, the number of Teachers' Associations in Madras was returned at 68, with 1,815 members. The most important of these are the Association of Women Teachers and the Teachers' Guild. The latter alone has 250 members. Its objects are explained to be—the improvement of methods of teaching; the discussion of all questions affecting education and the profession generally, and the taking action thereon if necessary; and the promotion of social intercourse among teachers. During 1896 ten meetings were held, at one of which the Director presided. An Educational Conference was held in December, under the auspices of the Guild, which was attended by about 400 educationalists from all parts of the Province. Papers were read on the status of Primary teachers, the relations of managers and teachers, the organisation of Local Fund education, and the curriculum in Primary and Lower Secondary schools. The Guild has under consideration a scheme for the federation or affiliation of the educational associations of the Province, and the formation of a provident fund for teachers in private institutions. The Teachers' Associations in the Mufassal are working generally on hopeful lines, and their meetings are occasionally presided over by inspecting officers, who are instructed to assist in the

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formation and efficient working of these associations. They will, in the course of time, be connected with the Teachers' Guild at Madras city.

Training Schools for Masters in Bombay

In Bombay the Training schools for Masters (sometimes called Colleges and sometimes Normal schools) are all for Primary teachers. Their number has remained unchanged at eight during the last five years; but the students in them have apparently decreased from 705 to 592. This decrease, however, is mainly due to the plague, which caused the closing of the school at Hyderabad in Sind. Of the eight schools five are maintained by the Department—at Bombay city, Poona, Dharwar, Dhulia, and Hyderabad; one is Aided, being managed by the Christian Vernacular Education Society at Ahmednagar, to supply the wants of the many rural schools which the Society has established in that part of the Deccan; and two Unaided are in Native States—at Rajkot for Kathiawar and at Kolhapur for the Southern Mahratta country. The suggested establishment of cheap Training schools by District Boards, alluded to in Mr. Nash's Review, has not been adopted, "for the reason that the existing colleges provide a sufficient supply of trained men. It is impossible to get rid of the old untrained masters except by degrees, and it is often found difficult to provide all the newly-passed men with suitable employment immediately on their passing out of college. Lack of funds also prevents the Boards from paying at once to passed students the full value of the certificate gained by them." All Government schools are described as "fully equipped and efficient." The school at Poona, however, requires new buildings and a new site, "for which funds are not at present available." The school at Dhulia provides only a two years' course, and the best students have to come to Poona for their third years. The school at Rajkot also has only a two years' course, sending its third year students to the Arts college at Ahmedabad; but the Native States of Kathiawar are considering the question of raising the standard of instruction to the full period. Examinations are held at the end of each year's course, the passing of which qualifies for a certificate. In 1896-97 the total number of passes was 614, of which 107 were at the final examination after the three years course. During the last five years the proportion of headmasters in schools under public management who hold a Training school certificate has risen from 55.9 to 62.1 per cent, and the number of trained assistants has risen from 949 to 1,350. These figures include

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females as well as males. The total expenditure on Training schools for Masters increased in four years from Rs. 1,13,052 to Rs. 1,15,936. The larger portion of the increased is borne by Local and Municipal Funds. The amount from Provincial Revenues devoted to schools under public management shows a slight decrease; but the grant to the Aided school at Ahmednagar has been raised from Rs. 2,000 to Rs. 2,500. The average cost of each student comes to about Rs. 196, in an exceptional year.

Training Schools for Mistresses in Bombay

The number of Training schools for Mistresses in Bombay has increased during the five years from seven to ten, but the number of students in them has decreased from 175 to 162. Both increase and decrease are to some extent nominal. The increase in institutions is due to the opening of a small school at Dharwar, supported by some of the District Boards of the Southern Division; to the development of a class for Europeans and Eurasians by the Sisters of the Convent School at Byculla, in Bombay city; and to the formation of a class by the Education Society at Hyderabad, in Sind, which at present exists only in name. The decrease in students is confined to schools under District Boards, and is explained by the closing of the school at Hyderabad through the plague. The two most important of the Training schools for Mistresses are the two Government institutions at Poona in the Deccan and Ahmedabad in Gujarat, both of which have been long upon, and may be said to have justified their existence. Each of these has an English girls' schools attached to it, which is attended by the children of wealthy people. At Poona, the two schools are now located in excellent buildings, specially erected for them. The schools maintained by Native States, at Rajkot and Kolhapur, are also successful; and the school at Hyderabad has made progress since it was placed in its new building. The Convent classes at Karachi and Bombay for Europeans and Eurasians are doing good work; and the Municipal class at Karachi, under the supervision of the Convent Sisters, is likewise efficient. In 1896-97 the number of female students that passed one or other of the final examinations was 36. The total expenditure on Training schools for Mistresses increased in four years from Rs. 43,575 to Rs. 58,806, and now amounts to just one-half of the expenditure on Training schools for Masters. The increase comes from every source, but is proportionately highest under Aided institutions. The average

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cost of each student comes to about Rs. 316, in an exceptional year.

The Director makes some general remarks upon the supply of teachers for girls' schools in Bombay:—

> "The Training schools in the Presidency are regarded as efficient; but they are few in number, and have by no means solved the problem of providing mistresses. The material which supplies them is not always of the best quality; and there are difficulties of caste and creed, and prejudices innumerable. The Department tries to attract the wives of teachers and of male students, but hitherto without much success. A teacher on good pay is unwilling that his wife should demean herself by teaching; and I fear that, as a rule, when a married couple is attracted, it is because of the double stipend drawn by them. Even when satisfactory students are obtained, they do not always become satisfactory teachers, nor do they obtain from native public opinion the support which is extended on male teachers. Thus, the Inspector for the Southern Division complains that the passed women from the Kolhapur school are sent out to serve on miserable pittances of Rs. 8, 9, or 10; and it is frequently difficult to get Municipal Boards to show the same liberality to the girls school which they do to the boys' school. In the Northern Division, and in some parts of Sind, female education may be said to make real progress and to have struck a deep root, while we can look forward with confidence to large developments in cosmopolitan Bombay. But I am not sure that the view given below of female education in the Deccan by an Inspector of the greatest experience is too pessimistic Mr. Kirkham writes as follows:
>
> 'The Maratha people have not yet evolved the village school-mistress; and when a trained women takes charge of a school, she receives no support or countenance from native society. Under these circumstances, it is perhaps hardly surprising that in most cases she rapidly deteriorates, and loses whatever skill in administration she possessed. I am sorry to say I can recall no girls' school in the Central Division well administered for any length of time by a woman. Municipal authorities and Deputy Inspectors say they are incompetent. The women retort that they never have a fair chance. The fact is that the whole system is

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exotic, and many years must elapse before female education is a reality among Hindus. Female education has reached this stage in the case of the Parsis; but among the people of the Deccan generally the only progress I have observed during the past quarter of a century is that now-a-days people see no great harm in little girls attending school'."

Qualifications and Pay of Teachers in Bombay

A table is given in the Report, showing the qualifications and average pay of all-full-time teachers in Primary schools in each Division of Bombay. Of head-masters, 4,079 are trained and 2,545 are untrained. Of assistants, 1,316 are trained, 3,437 are untrained but have passed the Public Service Certificate Examination, and 3,818 are untrained and unpassed. The average pay of a trained head-master ranges from Rs. 38 in a Municipal school in Sind and Rs. 35 in a Municipal school in Bombay city to Rs. 17 in a Local Board school in both the Central and the Southern Divisions. The pay of an untrained head-master ranges from Rs. 34 and Rs. 28 to Rs. 10 and Rs. 9. The pay of a trained assistant ranges from Rs. 20 and Rs. 15 to Rs. 12 and Rs. 11; of an untrained but passed assistant, from Rs. 13 to Rs. 7; of an untrained and unpassed assistant, from Rs. 14 and Rs. 11 to Rs. 7 and Rs. 6. Of head-mistresses, 179 are trained and 59 untrained. Of assistant mistresses, 34 are trained, eight have passed the examination above-mentioned, 241 are untrained and unpassed. The average pay of a trained head-mistress ranges from Rs. 35 in a Local Board school in Sind and Rs. 29 in a Municipal school in Bombay city to Rs. 21 in a Local Board school in the Northern Division and Rs. 16 in a Municipal school in the Southern Division. The pay of an untrained head-mistress ranges from Rs. 31 and Rs. 22 to Rs. 10. The pay of a trained assistant mistress ranges from Rs. 17 to Rs. 9; and of an untrained assistant from Rs. 13 to Rs. 7.

Training Schools for Masters in Bengal

Up to 1896, the only provision in Bengal was for the training of Vernacular teachers. But in that year arrangements were made for the training of English teachers in Secondary schools, by opening English classes in connexion with the five existing Vernacular Training schools at Calcutta, Hooghly, Dacca, Patna, and Cuttack. There are as yet no Training institutions of the collegiate class. For the new English

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classes, three grades of certificates are proposed, each complete in itself; but up to the present classes have been opened only for the two lower grades. With regard to the highest grade, it is urged that "no imperative necessity has as yet manifested itself for giving special training to graduates, who (in India as in England) are allowed to go straight from the University to take work in a public or private school, on the assumption that their trained intelligence and the example of those with whom they are associated would soon make them good teachers, if they have any aptitude for the work." The Vernacular Training schools are likewise classified under three grades. The first-grade teach an entire three years' course appointed for *pandits* (headmasters) of Vernacular Middle schools; while the second and third teach only a two years' and a one year course for assistant teachers in the same class of schools. In addition, the *guru* training classes should be mentioned, which are for the benefit of teachers in Primary schools. But these have not fulfilled expectations, and their final abolition was ordered at the close of the period under review. They are not included in the statistics here given.

For the English classes, the standard for admission is (broadly speaking), the Matriculation for the lowest grade, the First Arts for the second grade, and the B.A. for the highest grade, which has not yet been constituted. For the Vernacular Training schools, the standard is the Middle Vernacular Scholarship Examination; but exemptions are granted in Bihar and Orissa, in order to attract students. Practically, all the students receive stipends, and house accommodation besides, which accounts for the comparatively high cost of these institutions. At present, there are 15 stipends of Rs. 6 a month for each of the two English classes at Calcutta, Hooghly, and Dacca, and 10 stipends of the same value for each of the two English classes at Patna and Cuttack. This provides for the training every year of 130 junior English teachers, in addition to those private students who may qualify themselves by passing the examination for the first-grade certificate. The stipends sanctioned for the first-grade Vernacular Training schools range from Rs. 3 to Rs. 5 a month.

In the English classes, the course of instruction is purely technical, dealing with the general principles and methods of the art of teaching, moral and physical training, and maintenance of discipline, and the details of school-management, in both theory and practice. The important point recognised is that certificates should not be given for

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theoretical acquaintance, however complete, with the contents of text-books on the art of teaching, unless the candidate also shows that he is able to apply these principles to practice, and to teach a class and prepare notes of lessons to the satisfaction of the Inspector. To secure this end, the students under training are required, in the first month of the session, to do nothing more than sit in the class-rooms of the attached practising school and watch the teachers, noting their methods and the way in which the work generally is conducted. During the next four months the first part of the day is occupied by the students, one by one, giving lessons in turn, the rest taking notes in the presence of the class-master, who interposes, when necessary, to correct the methods of the student who is giving the lesson. Later on, the students are left much more to themselves. In the Vernacular Training schools, the course is both general and technical, the former consisting of those subjects which, when acquired under specially qualified teachers, will enable the student to do justice to his subsequent appointment as a *pandit*.

During the last five years, the number of Training schools for Masters in Bengal has fallen from 21 to 20, and the number of students in them from 887 to 865. But this slight decrease fails to exhibit the true state of affairs. The schools are of two classes: Government institutions, which alone train up to a high standard, tested by an examination, and Aided institutions, managed by Missionaries, to provide teachers for their Primary schools. The Government institutions have fallen from 15 to 13, and the students in them from 658 to 574, despite the fact that the English classes (with 74 students) did not exist five years ago; while the Aided institutions have risen from six to seven, and the students in them from 229 to 291. But here a further distinction is required. The loss of Government institutions is entirely under schools of the third grade, the necessity for which is fast disappearing, as Vernacular education is being spread by Middle schools. Only four schools of the third grade remain, with an average of eight students each, and two of these have already been condemned. There is one second-grade school, with 18 students, while the eight first-grade schools have an average of 65 students each. The total number of students is thus classified, according to race and creed: Hindus, 545; Brahmo, 1; Muhammadans, 22; Native Christians (non-aboriginal), 86; Native Christians, (aboriginal), 139; "others" (mostly aborigines of animistic religions), 72. Of the students in Aided schools,

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53 are girls in a school for Sonthals under the American Baptist Mission.

The first examination for English certificates for masters was held in April 1897, and the result was extremely disappointing. Out of 72 candidates who presented themselves, only six passed. One of these was a private student and a B.A., to whom was awarded the only first-grade certificate. Some excuse is to be found in the novel character of the examination, which was a real test of practical knowledge, instead of the accustomed style, which merely tests a knowledge of the contents of text-books, frequently learnt by rote. The whole system is at present in an experimental stage. Though the number of stipends sanctioned for the English classes is 120, and though at one time during the session the total number of admissions was in excess of 120, the students dropped off by degrees, when it was discovered that many were making a convenience of the classes, and attending law lectures with the intention of ultimately taking to the legal profession. This was put a stop to, with the result that at the close of the year there were only 76 students remaining.

For the Vernacular Training schools, certificates are also granted in three grades, according as the candidates have completed a course of three years, two years, or one year. Private students are admitted to the examinations, which are conducted, both in writing and in practical efficiency, by a board nominated by the Director. Since 1892-93 all students in first-grade schools have been equired to learn drawing, in which 25 per cent is the minimum pass-mark, candidates who get 60 per cent being awarded special certificates as teachers of drawing. Drawing is now generally taught in High schools; and as the supply of drawing-masters from the Government School of Art is at once small and costly, there has been a new opening for certificate holders from the first-grade Vernacular Training schools. In 1893-94, minimum marks were fixed for the other subjects of study also, candidates having to pass in the aggregate as before. During the last five years, the total number of first-grade certificates awarded was 392, of which 21 were gained by private students and one by a student of the Aided Roman Catholic school at Krishnagar. In 1896-97, the total number of candidates from the eight Government schools of the first grade was 411, of whom 292 obtained certificates of one or other of the three grades, the average of success being 70 per cent. In addition, 10 passed out of 100 private students, but the single candidate from the

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Krishnagar school failed.

The total expenditure on Training schools for Masters in Bengal has risen in five years from Rs. 83,997 to Rs. 1,02,862. The increase is fairly distributed under all heads, except that the trifling amount from Local and Municipal Funds has decreased. The creation of English classes has raised the expenditure on schools under public management by about Rs. 12,000, and has also raised the average cost of each student in these schools from Rs. 106 to Rs. 137. In Aided schools, the average cost of each student to Public Funds is Rs. 18.8.

Training Schools for Mistresses in Bengal

No Training schools for Mistresses are maintained by Government in Bengal. But various institutions of this kind under Missionary management are liberally subsidised from Provincial Revenues. Grants are given to these at the rate of Rs. 3 a month for each female pupil-teacher who is a boarder, and Re. 1 for day scholars; and rewards are given, on the results of examination, of Rs. 80 for each female student who obtains a junior certificate, and Rs. 100 for each who obtains a senior certificate. During the last five years, the total number of Training schools for Mistresses has fallen from 10 to 9, while the number of students in them has risen from 300 to 432. But these figures are misleading. The decrease in institutions is explained by the disappearance of five Unaided schools, of which two have been added to the Aided list. Four of the Aided schools are in Calcutta, and these alone are Training schools proper, preparing candidates for examination. But even in these schools, only 50 pupils out of a roll of 272 really belong to the training departments. The other institutions are little better than ordinary Primary schools for girls, where a few of the pupils are intended for employment as teachers. An examination for female teachership certificates was first instituted in 1894-95. Girls who pass in the art and theory of teaching, including class-management, are awarded junior certificates if they have passed in Standard VII, and senior certificates if they have passed in Standard VIII, of the special standards prescribed for Calcutta and its neighbourhood. During the last three years, 16 girls have obtained junior, and nine senior certificates. The total expenditure on Training schools for Mistresses has increased in five years from Rs. 25,152 to Rs. 38,273. At the four schools in Calcutta alone, the total expenditure in 1896-97 was Rs. 24,226, of which Rs. 5,462 was derived from

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Provincial Revenues, Rs. 3,925 from fees, and Rs. 14,839 from subscriptions &c. The average cost of each student to Public Funds was Rs. 19.5, or fractionally more than in schools for male students.

Guru-training Classes in Bengal

In 1885-86 the plan of *guru* classes was started, as an economical mode of giving some training to the ordinary teachers of village schools. The headmasters of selected Middle schools were authorised and encouraged to open classes for instructing *gurus* of neighbouring *pathsalas* in the subjects of the Upper Primary Examination, and giving them an elementary knowledge of school-method. Unlike the similar scheme of Sessional schools in Madras, the experiment has ended in failure. Up till 1892-93 the classes grew in number, until they reached 235, with 1,171 students. But from that date their vogue waned, and they began to disappear more quickly than they came into existence. They are generally condemned by the Inspectors as expensive, unpopular, unworkable, and unnecessary. In 1896-97 their number had fallen to 89, with 473 students; and since the close of the year the scheme has been finally abandoned. They are not included in the figures given in our statistical tables, except for Assam.

A fresh effort in the same direction has recently been made in Orissa, where the money set free by the abolition of a third-grade Training schools at Puri has been utilised to add a class for *gurus* to the first-grade Training school at Cuttack. In 1896-97, this class consisted of 19 students, almost all of whom had passed the Middle Scholarship Examination. They are required to pass through a course of one year, in order to qualify as teachers in Upper Primary schools.

Qualifications of Teachers in Bengal

The following are the standing orders of the Department regarding the qualifications of teachers to be employed in Middle and Primary schools. (1) In Middle schools, the head Vernacular teacher should be selected from students who have passed the final examination of a first-grade Training school. A teacher who has not passed this test can be retained only on his proving his fitness for the post by regularly passing pupils at the Middle Scholarships Examination. The head English teacher at a Middle school should have at least passed the Entrance Examination (Matriculation) of the University. (2) In selecting teachers for Primary schools, preference is

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given to passed Upper Primary and Middle Scholars, experienced in the mode of *pathsala* teaching, and possessing a fair knowledge of village accounts.

The returns show that the proportion of uncertificated teachers in both Middle and Upper Primary schools has fallen during the last five years from 25.6 to 21.1 per cent. But the standard for a certificate is very low. It includes those who have passed any school examination, down to the Lower Primary stage. In 1896-97, out of a total of 12,056 teachers employed in these schools, 1,180 had passed some University examination from the Entrance upwards, compared with 863 five years earlier; 2,225 had passed one of the Training school examinations, compared with 1,864; 291 were certificated *gurus*, compared with 277; 5,273 had passed out of Middle schools, English and Vernacular, compared with 3,008; 935 had passed out of Upper Primary schools, compared with 395; 290 had passed out of Lower Primary schools, compared with 75; and 102 had passed some other examination, not specified at the earlier period; while 2,760 were altogether uncertificated, compared with 2,575.

According to a calculation of the Director—

> "Though there is room for 2,090 certificated Vernacular masters (*i.e.*, who have passed one of the Training school examinations) to work as head *pandits* in Middle schools, 1,912 such men were employed in them in 1896-97. Assuming the rate of vacancies to be five per cent per annum, the number of head *panditships* to be filled up annually would be nearly 100. The number of men who obtained final certificates at the last examination from the first-grade Training schools was 79. Making every allowance for the fact that men holding second-grade certificates are sometimes appointed as head *pandits*, the supply is still short of the demand; and especially does this appear to be the case, when it is remembered that some of these final students are appointed in High English and Upper Primary schools—in the former as drawing-masters and junior *pandits*, and in the latter as head *pandits*. In High schools alone, the number of certificated Vernacular masters is 132. If, therefore, in any particular District or Division final students are not appointed in proportion to their supply, or the Training schools are not so well attended as they used to be before, the fault does not lie in the system, but rather in

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the fact that the supply is inadequate for the demand."

The Lucknow Training College in the North-West Provinces

A Government Training college for teachers of English subjects in Anglo-Vernacular schools was opened at Lucknow in November 1896, but it is not yet fully organised or equipped. The staff consists of a principal, without any assistants, who is therefore compelled to take the two classes together and treat them as one. The senior class is intended to prepare students for teacherships in High departments, and the junior class for work in the lower departments of Anglo-Vernacular schools. Twelve stipends have been sanctioned for each class, of the monthly value of Rs. 10 and Rs. 8 respectively. In the first year the total number of students was 28, including five who were not stipendiaries. At the senior certificate examination, all passed but one, and a private student in addition; at the junior certificate examination all passed but three. The total expenditure for four months was Rs. 1,934, of which Rs. 818 was for stipends.

There is a good boarding-house attached to the college, but no playing-field, and no proper gymnasium. A good reference library is urgently needed, and the apparatus of black-boards, maps, and diagrams is also said to be deficient. But the great want of the college is a practising school for training in class management and class teaching. Up to the present it has been attempted to supply this want in a most unsatisfactory manner. There is also a Normal school of the ordinary kind at Lucknow, to which a Model school was attached two years ago, for instruction in the vernaculars up to the Middle standard. When the college was opened in November 1896, this Model school was converted into an English Middle school, "under the idea that both English and Vernacular students under training would be able to use it as a practising schools, the Primary classes being generally taught through the medium of the vernaculars, and the Middle classes through the medium of English. The defects of the scheme are now very apparent. The building in which the school is held is a small one, in which it is impossible to find accommodation for classes of the requisite size, so that it could not be, in any adequate sense, a Model school. As a matter of fact, the number of pupils has only reached 40, and the attendance at some of the classes can hardly have exceeded two or three. No training in the management of a class at all worthy of the name can be given to the college students under such conditions.

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Further, the senior students are preparing for work in High schools, and there is no High department for them to practise in: hence their so-called practical training is beside the mark. In the same way, Vernacular teachers from the Normal school have now no longer any Middle Vernacular classes to practise in, though some of them are supposed to be qualifying for Middle schoolmasterships. Thus the scheme which was adopted has not enriched the training classes, while it has left the Normal school poor indeed. Clearly the Model needs re-modelling, unless we are to have a Training college with the training left out."

Training Schools for Masters in the North-West

Notwithstanding the creation of the Lucknow Training College, the total number of institutions for the training of Masters in the North-West has fallen during the last five years from 5 to 4, while the total number of students has risen from 356 to 508. The decrease in institutions is accounted for by the closing of a Government Normal school at Bareilly and the disappearance of a small Aided school. In former years there were also Government Normal schools at Meerut and Almora; "and it is highly desirable that two new schools should be opened without delay in place of those that have been closed." The large increase in the number of students is more difficult to explain. As already stated, the students at the Training college number 28. According to the Report, the number of Government stipendiaries in the Normal schools has fallen from 334 to 321; and it is expressly stated that "the number of students, which is regulated by the number of stipends allowed by Government, is less than it was five years ago, whereas the circumstances of the Province clearly call for an increase." The total number of students would thus appear to be only 349; but the number returned in General Table 3, though the average daily attendance is only 429. Possibly, these larger figures include the pupils in the Model classes attached to the Normal schools, which have been opened within the period under review.

The entire system of Normal schools in the North-West has recently been reorganised. The full number of stipends sanctioned by Government is 120 for each school; but at Agra the number has had to be reduced to 100, for want of accommodation. There are no students in receipt of stipends other than those provided by Government, though provision has been made in the rules for the admission of such students

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sent by local bodies, or managers of schools, in case of there being any accommodation available. The value of the stipends was reduced in 1895 from Rs. 7 to Rs. 6 a month, "on the understanding that certain joint extra expenses falling upon the students would be met by Government, as is believed to be the case in other parts of India." The present amount is said to be inadequate. "At Agra a monthly deduction is made to defray the water-rate. The Inspector of the Third Circle reports that the one great difficulty has been to get the pupil-teachers to eat enough food. Many are supporting families at home out of their stipends, so that, with the present high prices, they are hard put to it to live. The physique of some of them struck him as poor. Their thin, pale faces were, no doubt, caused by the privations they were enduring in their efforts to support themselves and those dependent on them, as well as to meet the special Normal school expenses, on Rs. 6 a month. There is little doubt that the period of training is a time of great hardship to the students, who have not a penny of their own to fall back upon; and the results would be more satisfactory if they were, to some extent, relieved of their burden of cares."

The revised course of instruction lasts over two years. Every candidate for admission must have passed at least the Middle standard. The students are reported to be making considerable progress, physically, mentally, and morally. "From all accounts, the work of these institutions is more thorough and to the purpose than it has ever been before. And, considering its fundamental importance in a provincial scheme of Vernacular education, this fact does something to brighten the outlook ahead, as holding within itself the promise of improved work in village schools." Practical class-work is an important feature of the revised course. It includes criticism-lessons given to the classes of the Model schools, in the presence of all the students, by one of their number under the supervision of the headmaster. The final examination includes a lesson given to a class in the presence of the Inspector; and these officers express themselves as very favourably impressed with the way in which the students acquitted themselves. Special prominence is given to physical training, in order to fit village schoolmasters to give instruction in drill and to take an interest in the games and athletic exercises of their boys. But at present only a beginning has been made, for want of suitable apparatus.

The first examination under the new system took place at the close of 1896-97. Of 160 candidates (the total number of students in

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their second year), 62 passed in the first division, and are thereby considered qualified to work in a Middle school, as head-teacher or assistant; and 45 passed in the second division, and are qualified for any post in a Vernacular school, short of the head-teachership of a Middle school.

The expenditure on Normal schools, which is borne entirely by Local Funds, has fallen in five years from Rs. 48,015 to Rs. 41,071; and the average cost of each student has fallen from Rs. 144 to Rs. 128. "In each school, the more efficient staff of to-day costs less than the inferior staff of 1892: it is smaller, but better paid."

Qualifications of Teachers in the North-West

The Director makes the following interesting remarks, with special reference to the unpopularity of Normal schools:—

> "It was remarked in last year's Report that it has been the habit not only of the students, but also of the inspecting officers who select them, to regard the Normal schools as reformatories, to which objectionable teachers from village schools were sent by way of punishment, not, perhaps, for their shortcomings as teachers, but because of some reasonable or unreasonable hostility on the part of their Deputy-Inspector towards them. Until the recent reorganisation, the Normal schools were of no practical use for the training of teachers, and a student after attending a course at one of them was likely to be not a whit better qualified to teach than before he entered it. Under these circumstances, it was not to be wondered at that no one was at all anxious to go to the Normal schools; and if they had to be filled, it could only be by using them as places of detention for those whom the Deputy-Inspector delighted to worry.
>
> But the reorganisation ought to lead to a very different state of things. A student who goes through the present course will, in the opinion of all the inspecting officers who have seen the working of the schools and the improvement in the students who have passed through the course of real and practical training, be a far superior teacher to any that have hitherto been available for Vernacular schools. He may therefore be expected to do much better work, and to win promotion more rapidly. Hence, instead of reluctance, we may soon look for eagerness to join the Normal

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schools, and it will be a mark of favour rather than of enmity to select a man for training. As a matter of fact, my inquiries show that those who pass out from these institutions are employed as teachers in all Districts, if they are available, in preference to men not similarly qualified. But the number of certificated teachers is altogether insufficient for the needs of the Districts, and as a consequence we have to fall back upon unqualified men to a large extent. This must go on until Government is in a position to establish at least two more Normal schools: one at Moradabad for the Fourth Circle, and one at Almora for the Fifth. Without this, an extension of Primary education can only give much satisfaction to those who are content with quantity and care nothing about quality.

In order that proper use may be made of the existing Normal schools, it is necessary (1) that teachers already employed in Vernacular schools, whether Primary or Middle, and whether managed by District Boards or Municipal Committees, should be required, if they are under 22 years of age, to go through the Normal school course as an indispensable condition of promotion to higher pay; (2) that candidates for appointment as teachers, if they do not possess a Normal school certificate, should in no case be appointed, except temporarily, and then only in the absence of certificated men, and should not be allowed promotion unless they obtain a certificate; (3) that, as in a neighbouring Province [the Punjab], the lowest recognised grade for a certificated teacher should be Rs. 8 a month—uncertificated men appointed temporarily in the absence of qualified teachers might be paid Rs. 6 a month; (4) that, if certificated teachers are employed in Aided Vernacular schools, a small extra grant should be allowed, since, as a general rule, the work done by them will be better worth encouraging by grant from Public Funds than that done by other teachers; and (5) that Normal school students should be selected by the Assistant-Inspector, and not by the Deputy-Inspector. With the present very limited accommodation in the three Normal schools, it is impossible to make a certificate the only passport to employment as a teacher, which would be the ideal state of things, considering the general ignorance of those who take upon themselves a teacher's work. But, at least, it should be made the indispensable passport to promotion in District and Municipal

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schools, with certain reservations in favour of men of long service, whose successful labours untitle them to consideration; and uncertificated men engaged in future should understand that they are at any time liable to be replaced by any certificated teacher who may be available.

"I do not think that, if these rules were adopted, the unpopularity of Normal schools would be of long duration. The Inspector of the Third Circle is already able to report that certificated teachers will, on account of their scarcity for some time to come be able to obtain higher wages than others. This must tend to make the Normal schools popular, and a course of training at them a thing to desired."

Elsewhere, in connexion with the Lucknow Training college, the Director notices favourably the suggestion of one of the Inspectors, that a minimum scale should be fixed for securing a fair wage for students who have passed through the college: say, Rs. 20 for juniors, and Rs. 30 to 40 for seniors.

Training Schools for Mistresses in the North-West

The Director states that the want of a Normal school for female teachers is much felt. "I find that some years ago as many as five such schools were maintained by Government, at a cost of Rs. 200 a month for the staff alone. Now we have none. The Sigra Aided school at Benares, and the Lal Bagh school at Lucknow, do something to supply the deficiency; while the Middle Vernacular school at Gola, in the Gorakhpur District, educates girls who become available for teacherships. But still the want of well-behaved and efficient mistresses remains. Here we have to respect the common prejudice, which suspects the respectability of any woman who would occupy such a public position as that of teacher in a public girls' school. The difficulty is sometimes overcome by the appointment of male teachers of advanced age, who have the confidence of the parents."

According to the returns, there was in 1896-97 one Aided Training school for Mistresses in the North-West, with 83 students. The total expenditure was Rs. 2,063, of which Rs. 930 was derived from Local Funds and the remainder from "other sources."

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Training Institutions in the Punjab

The number of Training institutions for Masters in the Punjab remains unchanged at 6, while the number of students in them has slightly fallen from 357 to 352. They consist of the Central Training College at Lahore, for the training in the science and practice of teaching of English teachers for all classes of Anglo-Vernacular schools, and of Vernacular teachers for Secondary schools; and a Normal school at the headquarters of each Circle, for the training of Vernacular teachers for Primary schools. All are Government institutions. There are no schools for the training of Mistresses.

The Central Training College at Lahore

This institution consists of three classes: (1) a senior English class, training teachers for Anglo-Vernacular Secondary schools; (2) a junior English class, training teachers for Anglo-Vernacular Primary schools; and (3) a Vernacular class, preparing for Vernacular teacherships in Secondary schools. For admission to the first class, qualifications up to the B.A. standard are now required; for the second class, the qualification has recently been raised from the Entrance to the Intermediate; and for the third class, students must have passed the Entrance or an equivalent examination. The Central Model school, with 732 pupils, serves as a practising school for the Normal school at Lahore, as well as for the college. The boarding-house, with 143 students in residence, is also common to both. There is a fully equipped gymnasium, shared by the Government Arts college.

While instruction in subjects of general knowledge is given in each of the classes, with a view to maturing that knowledge for teaching purposes, a large portion of the time is devoted to the theory and practice of teaching and school-management. The manner in which this is done is thus described by the Principal: "The chief truths of mental science are made easy, and impressed by familiar school experiences; school organisation is taught by requiring every student to keep and enter to daily an admission and attendance register, to draw up frequently a time table for a particular class or division of a school, to classify pupils brought for admission, &c.; and the art of teaching is exemplified by model lessons given by the principal and other members of the staff, by criticism-lessons given by the students, and by work in the Model school. As in previous years, three students from the senior English, five from the junior English, and five from the

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Vernacular class are sent to the Model school every week; and at the end of the week, the masters entrusted with the supervision of the students and detailed criticism of every lesson and reports on their work. The criticism-lessons given by the students are designed to show how courses of lessons should be drawn up, how typical lessons in each subject should be given, and how the principles laid down in the lectures on education are applied in actual school-work." As to the work of the students after leaving college, it is worthy of remark that, while Inspectors and managers speak in high terms of the good work they are everywhere doing, in no case has a complaint been received of inefficiency on the part of any man sent out.

In 1896, a teacher of drawing was added to the staff, to insure that no young teacher should pass out of the college without some useful training in free-hand, geometrical, and model drawing, and in the hope that a certain number of students, might qualify as teachers of drawing by obtaining the junior drawing masters' certificate. A fair beginning seems to have been made; but as the subject was new and none of the students had had any previous training in drawing, the prescribed course could not be finished, and none appeared for the certificate. Every student is required to go through a course of drill and gymnastics. Last year the full course was worked through; and 21 students were awarded the senior gymnastic certificate, implying acquaintance with the principles of physical training and fair proficiency in school drill and gymnastics. Cricket, football, and tennis are also played. The conduct of the students is said to have been, almost without exception, very good. They seem also, as a rule, to have worked with diligence. "Every effort," says the Principal, "is made to train the students to habits of punctuality, politeness, cleanliness and neatness, cheerful obedience, and honourable dealing"; and this is done by means of personal intercourse, rather than by formal lessons.

In 1896-97, the college contained 82 students in all, compared with 79 five years before. Of these, 16 were in the senior English, 28 in the junior English, and 38 in the Vernacular class. The total number of stipends available is 60, for which these were about 150 candidates. The number of non-stipendiary students was 5; and there were also 17 teachers. For the senior Anglo-Vernacular certificate, 14 passed out of 16 candidates from the college, the two failures being both in school management. In addition, out of 50 private candidates 28 passed. For the junior Anglo-Vernacular certificate, 21 passed out of 28 from the

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college, the failures being mostly in mathematics; and 13 out of 51 private students. For the senior Vernacular certificate, 33 passed out of 38 from the college, the failures being in the two subjects already mentioned; and 10 out of 15 private students. The general average of success was 83 per cent, as compared with 76 per cent five years before. And it is stated that the standard in both English and science has been considerably raised in the meantime. There were no failures in the practice of teaching. The total expenditure for 1896-97 was Rs. 26,200, showing an increase of Rs. 2,206, or nearly one-tenth. About one-third of the whole is for stipends.

Normal Schools in the Punjab

The Normal schools in the Punjab have at present two classes: one preparing for Vernacular teacherships in Primary schools and departments, the other for teacherships in *zamindari* schools, which (as already stated) are a dwindling body. Compared with five years ago, the total number of students has fallen from 278 to 271; but the decrease is almost entirely in the *zamindari* classes. These lost 12 students in both Hindi and Punjabi, but gained 8 in Urdu, while the number of those reading Pushtu (the language of the Afghans) remained constant at 2. In the ordinary class, the number of students increased by 8, and the number of these who were teachers increased by 10. The total number of stipends to be allotted at the beginning of each session is 316, so it is evident that a considerable proportion lapse. For the junior Vernacular certificate, 153 passed out of 220 candidates from Normal schools, the chief subjects of failure being Persian and geography. The average of success was 70 per cent, compared with 40 per cent five years ago. In addition, 46 passed out of 87 private students. For the *zamindari* certificate, 54 passed out of 68 candidates from the schools. The average of success was 79 per cent, compared with 66 per cent. In addition, 9 passed out of 20 private students. The total expenditure increased from Rs. 33,586 to Rs. 36,298, almost entirely derived from Provincial Revenues. It is about equally divided between establishments and stipends.

At the Normal schools, the same attention is given to the theory and practice of teaching and to school management as at the Training college, and in the same manner: by lectures on method, by model and criticism lessons, by work in the Model school, and by the keeping of registers, the frequent drawing up of timetables, &c. At the last

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examination there were no failures in the practice of teaching and very few in school management, which speaks well for this part of the work. All the teachers in both the Normal and Model schools are themselves trained men, with the proper knowledge and bent of mind. The Principal of the Training college inspects all the schools once or twice a year, to secure that the best methods and a high standard are adopted. And the Inspectors report that marked efficiency has been attained in this respect, with increased zeal on the part of the teachers. Most of the schools are provided with special buildings, and are adequately equipped with apparatus, &c. The students all live in boarding-houses, which are carefully managed and supervised. The discipline is strict, but wholesome; and the conduct of the students continues, almost without exception, fully approved. Games are encouraged. The prescribed courses in drill and gymnastics are, in most cases, successfully completed. In 1896-97, junior gymnastic certificates were awarded to 77 students, qualifying them to teach the courses of physical training prescribed for Middle and Primary schools. "On the whole," concludes the Director, with pardonable pride, "it may be said that the Normal schools are so organised and conducted as to make them well suited to the object they are meant to serve."

Qualifications of Teachers in the Punjab

The returns for 1896-97 show that out of a total of 6,250 teachers in boys' schools in the Punjab, only 3,953 hold certificates, leaving 2,297 unqualified, compared with about 2,400 in the previous year. In such a state of affairs it is natural that trained men, on gaining their certificates, should have no difficulty in getting appointments. As soon as the result of the examinations is known, all who do not care to join the Training college, with a view to gaining the senior Vernacular certificate, find ready employment. Their prospects range only from Rs. 8 to Rs. 20; and this probably has something to do with the comparatively large number who draw back after first joining the Normal schools, as shown by the lapsing of stipends. In the Training college, more than half the students of 1896-97 had secured appointments while still in residence; and, within two months after the close of the session, every one was engaged.

Provision for Female Teachers in the Punjab

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Owing to the existing social condition of the country, as well as in

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a degree to the backwardness of female education, there are at present no institutions for training Mistresses in the Punjab. At the same time the want of trained female teachers is very great, only 89 out of 516 now employed having certificates. Consequently, the plan has been adopted of attaching Normal classes to some of the existing girls' schools, and offering stipends to girls who have passed the Upper Primary or Middle Examination, on condition of their joining these classes and preparing for one of the certificate examinations. The stipendiaries receive instruction daily in the subjects of the certificate examinations, and take part, under supervision, in the ordinary class teaching. They are practically pupil-teachers, and in some of the schools, learn a good deal of the principles and practice of teaching. Since these classes were instituted in 1891, 29 girls have gained senior and 5 junior certificates. A few girls have also passed the junior Anglo-Vernacular certificate examination for male teachers. But, considering that not more than one-tenth of the teachers employed in Public schools for girls have been trained, this small supply is hardly perceptible. In 1896-97, Normal classes were maintained in the Alexandra School, the Christian Girls' School, and the Municipal Board school for girls at Amritsar, in the Victoria School at Lahore, and in the Mission Girls' School at Gujranwala; and ten stipends were current. As the period of training has been extended from one year to two years, there were no candidates for the certificate examinations. One girl, however, from the Alexandra School passed the junior Anglo-Vernacular certificate examination for male teachers, heading the list of private students. It is reckoned that, during the last five years, about 30 Hindu widows, untrained but having passed at least the Upper Primary Examination, have gone out to be teachers in Primary schools; and the Inspectress reports that she has almost always found these to be well conducted, and to give satisfaction. Whatever sum is spent from Public Funds on these stipends for girls must be included in Indirect expenditure, under the head of "Miscellaneous."

Training Schools for Masters in the Central Provinces

The number of Training schools for Masters in the Central Provinces has apparently fallen from 5 to 4; but this decrease is due to the wrongful inclusion of a training class attached to a Middle school in 1891-92. As a matter of fact, the number of institutions was only 3 at both periods, the Nagpur Training Institution being counted twice over,

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once for each of its two departments. The number of students has apparently increased from 166 to 218; but here again it is necessary to point out that the number in average daily attendance has only risen from 169 to 177, and the number of passes at the examinations from 135 to 139. As the total expenditure, entirely derived from Provincial Revenues, has increased from Rs. 26,484 to Rs. 29,464, the average cost of each student in daily attendance has risen from Rs. 142 to Rs. 150.

The Nagpur Training Institution contains two departments: a training class for teachers of the Collegiate and Secondary grades, for employment throughout the Provinces generally; and a Normal school proper, for the training of Primary school teachers in the Marathi Districts. The main object of the upper department was to give instruction in the principles and practice of pedagogy to those already employed as schoolmasters. But the supply of masters was found hardly sufficient to keep up the class; and consequently, in 1893, seven stipends were sanctioned, for the training of students desirous of taking up the profession of teaching. At first, no candidates came forward; but, owing to the improvement of the prospects of masters in Anglo-Vernacular schools, there is now no difficulty in filling up all the stipends. At the same time, the position of those students who are already masters has been improved, by granting them the full pay of their appointments while under training, instead of only half-pay. Yet another change is the removal of the institutions from unsuitable and insanitary quarters in Nagpur city to the suburb of Takli, where it is provided with commodious class-rooms and an excellent hostel. The health of the students has improved, owing (doubtless) to the healthier surroundings and to the means for recreation afforded by an open playground and a good gymnasium. In 1896-97, the number of students was 17 in the upper department, and 39 in the lower. During the last five years, 7 candidates have passed for the Collegiate grade, 67 for the Secondary, and 143 for the Primary.

The Normal school at Jubbulpore trains teachers for the Primary schools of the Northern Circle, as well as for the Hindi-speaking Districts of the Southern Circle. Out of 97 students on the rolls in 1896-97, 11 are returned as the husbands of female students at the Normal school for Mistresses. This institution has also gained recently by removal to the building vacated by the Jubbulpore Arts college. The new quarters are in every respect a great improvement on the old, being

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more commodious and more sanitary, especially as regards the boarding arrangements. In point of physical training, this school is superior to that at Nagpur. The practising school attached has greatly improved in instruction and strength. The number of passes has increased in five years from 44 to 58. In 1896-97, 17 candidates appeared for the Bombay School of Art examination, of whom 6 obtained first-grade certificates, while 8 passed in free-hand, 13 in geometrical, and 7 in model drawing.

The third institution is the Normal school at Raipur, of which we are told that the tone and discipline are excellent, and that drill and gymnastics are well taught. The number of students has increased from 48 to 55, and the number of passes from 36 to 38.

There is no special school for the training of Uriya teachers; but ten stipends of Rs. 5 each are awarded to pupil-teachers at two Vernacular Middle schools in the Sambalpur District, where Uriya is the Vernacular language. In 1896-97, 21 candidates appeared at the Teachers' Certificate Examination from these two schools, of whom 18 passed.

In addition to the Normal schools, 62 Vernacular Middle schools are recognised by the Department as competent to train teachers for Primary schools on the bonus system, corresponding to the *guru* classes in Bengal. The main defect of these classes is the neglect of practical methods of instruction, neither masters nor Deputy Inspectors realising that the object of training is to make the student able to teach others. In 1896-97, 169 candidates from these schools appeared at the Teachers' Certificate Examination, of whom 73 passed, compared with 40 in the previous years.

Training Schools for Mistresses in the Central Provinces

The only institution of this class in the Central Provinces is the Female Normal school at Jubbulpore, which trains women for employment as teachers in Hindi-speaking Districts only. No provision is made for Marathi teachers. An attempt was made in 1894 to supply this want, by adding a training class to the Fort Mission Girls' School at Nagpur; but the scheme proved a failure. "Nothing can be done in this direction until the advent of more prosperous times." The Jubbulpore school has recently been moved into the city from its old quarters in the civil lines, and a Municipal girls' school has been taken over as a practising department. The majority of the students live in the city with

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their husbands, who are students of the Male Normal school; while the widows and unmarried reside in the boarding-house, under the superintendence of a European lady superintendent. The number of students has risen from 19 to 23, while the number of passes has apparently fallen from 8 to 5. But this decline is due to the raising of the standard; for girls were in 1894 for the first time given the same papers as boys at the Teachers' Certificate Examination. It is noteworthy that, in 1893, two students from this institution gained first-grade certificate at the Bombay School of Art examination, "a result probably unique in the annals of education in this country." The total expenditure, entirely from Provincial Revenues, has risen from Rs. 6,151 to Rs. 6,825; and the average cost of each student from Rs. 280 to Rs. 325, which is more than double that of a male student.

Training Schools for Masters in Burma

The general methods adopted for training teachers in Burma are not easy to understand. In addition to Normal schools, there are pupil-teachers and Itinerant teachers for Burmese Indigenous schools, and a special system for Karen schools. In the introduction to his Report, the Director writes: "The Normal schools have been carefully inspected and placed on a good footing. Several Aided Normal schools have been opened. A conference of Normal school teachers was held, at which certain practical suggestions were made that have been since sanctioned." But the Lieutenant-Governor, in his Resolution on the Report, doubts whether the results of the examinations altogether justify the expenditure. While suggesting that the standard at the examinations may possibly be too high, he requests the Director to submit a full report on the training of teachers in Normal schools and the means he would suggest for improving their efficiency. It may also be remarked here that no Aided Normal schools appear in General Table 3, all of them, both for masters and mistresses, being returned as managed by Government.

The number of Training schools for Masters remains at two, but the number of students has increased in five years from 65 to 159. There is now only one Government institution, the Normal school at Akyab having been closed—or, in the language of the Director, "incorporated" with that at Moulmein; while the Baptist College has opened a training department, called a Normal school, at Rangoon. Upper Burma has no Training school at all, Government or Aided,

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though applications have been received for opening two Aided ones there, and some stipends in the Normal school at Moulmein are reserved for students from Upper Burma. The classes are divided into Anglo-Vernacular and Vernacular, and also into Primary and Secondary grade. The Moulmein Normal school had 83 students in 1896-97, of whom apparently 34 passed in either their first or their second year's work. At the final Teacher's Test, five candidates out of eight passed in the Anglo-Vernacular Secondary grade, and 12 out of 18 in the Vernacular Secondary grade. The Baptist Mission Normal school at Rangoon had 76 students, of whom apparently 53 passed in either their first or their second year's work. At the final Teacher's Test, all five candidates passed in the Anglo-Vernacular Secondary grade, four out of five in the Anglo-Vernacular Primary grade, and all four candidates in the Vernacular Secondary grade. The total expenditure on these two institutions was Rs. 30,047, of which Rs. 28,018 came from Provincial Revenues, the average cost of each student in daily attendance being Rs. 211.

Training Schools for Mistresses in Burma

The number of Training schools for Mistresses in Burma has increased in five years from two to four, and the students in them from 21 to 83. In 1892-93, with only three schools, the number of students was as high as 105. They are all returned in General Table 3 as managed by Government. But, as a matter of fact, they all seem to be under the management of Missionary bodies; and out of the total number of 83 students as many as 57 were Native Christians, and 18 Europeans and Eurasians. One of these schools, St. John's Convent Normal school at Rangoon, has Anglo-Vernacular classes; and at the final Teacher's Test in 1896-97, it passed two candidates out of three in the Anglo-Vernacular Secondary grade. Two other schools at Moulmein and Kemmendine, both belonging to the American Baptist Mission, passed between them 11 candidates out of 21 in the Vernacular Secondary grade. The total expenditure on Training schools for Mistresses, as returned in General Table 4, is Rs. 6,416, entirely from Provincial Revenues, the average cost of each student in daily attendance being Rs. 83. Such low figures corroborate our suspicion that these are really Aided institutions, and that the expenditure from Missionary contributions has not been included.

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Qualifications of Teachers in Indigenous Schools in Burma

It is apparently in connexion with this branch of the subject that the Director writes in the introduction to his Report: "The training of teachers has been made a special feature of education in the Province. During the past five years Aided school managers have made, with some notable exceptions, great efforts to compel their teachers to qualify under the various Teachers' Tests. The passes in every grade, Vernacular and Anglo-Vernacular, have been very gratifying. We see the result in better teaching, better discipline, better management and handling of classes, and better results. Owing to the 'half-salary grant' system for certificated teachers, a better and a better-paid class of teachers is now being employed."

A description of the Burmese indigenous system has been given in the chapter on Primary Education. The proportion of certificated teachers throughout the Province is only .24 per cent of the total number, rising to 4.8 per cent in Lower Burma, and dropping to .04 per cent in Upper Burma. During the last four years, while schools of this class have increased from 4,061 to 4,496, the number of certificated head-masters has only risen from 56 to 100 (of whom nine are in Upper Burma), while the number of certificated assistant teachers has actually fallen from 165 to 46, owing to their employment as Itinerant teachers. The methods adopted to remedy this state of things are two-fold. First, it is attempted to improve the existing race of teachers, partly by offering them inducements to qualify for certificates, and partly by means of the system of Itinerant teachers, who spread the knowledge of methods of school management and of instruction in such subjects as arithmetic and geography. Secondly, it is sought to create a new supply of qualified teachers by means of the pupil-teacher system, of which some account has already been given. In 1896-97 the total number of pupil-teachers was 207, of whom 17 were in their second year. The number of those who passed examinations, which are the same as for students from Normal schools, was 120. At Prome, an improvement has been made upon the ordinary system. Instead of each head-master training his own pupil-teachers, three of the best have been selected, one to teach the boys of each year, under the personal supervision of the European master of the Municipal High school. The Director further suggests that a special class of selected pupil-teachers who have completed their apprenticeship should be formed in the Moulmein Normal school from June to March in each year. They should receive

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the same stipends as Normal students, and study for the higher Vernacular standards. They would thus be qualified to spread Secondary education through the Vernacular, which is one of the chief wants of the Province.

Karen teachers enjoy special advantages. On passing the Primary test, they are entitled to pay at the rate of Rs. 10 a month, and on passing the Secondary test to Rs. 15. But it would appears that these advantages are to some extent nullified through want of funds. While the total number of Karen indigenous schools has increased during four years from 474 to 516, the number of Karen certificated teachers has fallen from 216 to 192.

Teachers' Associations, &c., in Burma

In Rangoon and Moulmein voluntary associations of teachers were established several years ago, and have done valuable work. In particular, the Teachers' Association at Rangoon has formed classes of teachers, and given lectures on various subjects required for the Teachers' Tests. The Kindergarten system has obtained a footing in the Province, the number of schools adopting it having increased from 6 to 12. The lack of trained teachers delayed the introduction of the Slojd system, which was started in 1896-97 at the Moulmein Normal school. The Mission schools have made some progress in vocal music, for which the Karens prove themselves the most apt pupils; and Mr. Sheriff, a merchant of Rangoon, has interested himself greatly in training teachers in the Sol-fa system. The Director expresses a hope that the teachers of the Province will combine to form a Provident Fund for themselves.

Training Schools in Assam

Assam has no institutions for training the higher ranks of Secondary teachers, who are recruited by selection from graduates, &c, a preference being given to natives of the Province. There are two Training schools of the Secondary grade, with a three years' course, preparing their students for masterships in Middle schools. All the rest are of the Primary grade, with a two years' course.

The total number of Training schools for Masters has apparently increased from 16 to 29, and the number of students in them from 352 to 364. But if we eliminate the *guru* classes (which are not included in the returns for Bengal), the real increase of institutions is one—an

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Aided school in the Garo Hills, managed by American Missionaries. The number of Training schools proper maintained by Government remains at 6, with a total of 145 pupils, compared with 134 pupils five years ago. Two of these, at Gauhati and Shillong, with 64 students, are of the Secondary grade; the remaining four, with 81 students, are of the Primary grade. There are also two Aided and two Unaided Training schools, with a total of 98 students, managed by Missionaries. In addition, there are 19 *guru* classes, with 121 students, attached to Middle schools, which are now all managed by Government. In 1891-92, there were only 7 of these, and they were under the management of District and Municipal Boards. The students are thus classified according to race and creed: Hindus, 181; Muhammadans, 10; Native Christians, 112; and "others" (mostly Kacharis), 61. The students at Gauhati who go through the full course are qualified to be head *pandits* of Middle schools, while those who do not are sometimes qualified to be second and junior *pandits* of Middle schools, or head *pandits* of Upper Primary schools. The Training school at Shillong, which is under the same management as the High school, prepares its students for becoming teachers in Middle and Upper Primary schools in the same classes as the High school boys; while separate instruction is given in the art of teaching, both theoretical and practical, and in sanitary science. No student can be permanently employed as a teacher until he has passed a special examination in the art of teaching. Three classes of certificates are given—for English masters, for Vernacular masters, and the *gurus*. In 1896-97, 18 candidates out of 25 obtained the Vernacular Mastership certificate, of whom 12 came from Gauhati; and 70 out of 114 obtained the *guru* certificate, of whom 13 came from Gauhati and 13 from the *guru* classes at Nowgong.

The total expenditure in 1896-97 was Rs. 21,983, of which Rs. 13,511 was derived from Provincial Revenues, and Rs. 5,776 from Local Funds. The average cost for each students was Rs. 60, ranging from Rs. 199 at the Shillong Training school to Rs. 28 for the *guru* classes generally.

There is only one Training school for Mistresses in Assam. It is managed by American Missionaries in the Garo Hills. The number of students has fallen from 29 to 18, of whom 15 are Native Christians. Formerly it was aided by Government, but now it is entirely maintained by the Missionaries, the total expenditure being returned as Rs. 887, or an average cost of Rs. 51 per student.

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Training Schools in Coorg

There is one Training school for Masters in Coorg, at Mercara. It had 10 students in each of the two quinquennial years, though the total number of stipends available is 13—five of the value of Rs. 7, and the others of Rs. 5. This school aims at giving its pupils thorough instruction in the subjects which they are intended to teach, as well as in the methods of teaching and the professional art of the teacher. The course of instruction extends over three years. During the first two years, the students are prepared for the Lower Secondary Examination, and also taken through the various text-books used in Primary schools. The third years' course is confined to the principles and practice of teaching, gymnastics, and drill. At the end of the whole course, the students are subjected to an examination in teaching, both theoretical and practical, before receiving a certificate. In 1896-97, the total expenditure was Rs. 1,354, entirely derived from Provincial Revenues, the average cost per pupil being Rs. 135, compared with Rs. 127 five years before. It is added that about 90 per cent of the present head-masters of Primary schools in Coorg are trained men.

Training Schools in Berar

There is one institution for training masters in Berar, at Akola. It is known as the Training College, though its object is expressly limited to "providing the Primary schools and classes of Berar with qualified masters and assistant masters." The entire system of the college was re-organised in December 1896, with a view to improving the quality and status of trained men. The number of stipends is reduced from 75 to 60, of which 50 will be on the Marathi or Hindu side, and only 10 on the Hindustani or Muhammadan side. They will all be of the uniform value of Rs. 6 a month. No free students are to be admitted, though rates are laid down for paying students. One examination for entrance is to be held at Akola, instead of simultaneous examinations at the headquarters of each of the six Districts. On the Marathi side, the course will extend over three years; while on the Hindustani side it will remain at two years, as at present. The Marathi staff will be strengthened by the addition of one assistant, and the transfer of another from the Hindustani side. The certificates given to students on passing out will specify the rates of pay to which they are entitled as teachers, ranging from Rs. 10 for first-years men to Rs. 25 for third-year men. The course of study has also been revised. Drawing, mensuration, and

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gymnastics are compulsory.

In 1896-97, the total number of students was 62, compared with 94 five years, before; but the larger figure apparently includes pupil-teachers at other schools, who have now disappeared from the returns. At the first entrance examination under the new system, there were as many as 93 candidates for 25 stipends. At the annual examinations, 36 were examined in the first year's course, of whom 32 passed; and 24 were examined for the final certificate, of whom 15 passed. Altogether, 31 students were sent out as masters and assistant masters, at salaries varying from Rs. 10 to Rs. 12. The total expenditure was Rs. 8,444, the average cost of each student being Rs. 146.

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5

J.S. COTTON

Technical Education in India

TECHNICAL EDUCATION

No attempt will be made in this chapter to draw up a systematic account of the spread of Technical Education in India. Except, perhaps, in Madras, there is no appearance of system to be discovered; and even in Madras the system is based rather upon a comprehensive scheme of technical examinations than upon the organisation of institutions for technical instruction. And yet it must not be inferred that the movement in favour of giving a more practical turn to education, which was actively started in India about ten years ago, has proved altogether barren. Though the actual results may fall short of the anticipations of the more enthusiastic, they are to be seen almost everywhere—in the more important position allotted to such practical subjects as agriculture, mensuration, and sanitary science in Primary schools, in the rapid spread of drawing, in the popularity of the Science side of the ordinary curriculum in both Secondary schools and Arts Colleges, in the institution of alternative courses of examination, as well as in the steady growth of engineering colleges, art institutions, and industrial schools. If no revolution has been achieved in the outward facts, such

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as can be shown in statistical tables, the change that has taken place in the development of what may be called the "modern side" is none the less real and far-reaching.

In this chapter it is proposed to treat Technical education under its two main aspects: first, as modifying in a more practical direction the general courses of study in ordinary schools; and secondly, as conducted in special institutions, for the training of skilled workers in their own professions, arts, or trades. To some extent, the first aspect of the subject has already been alluded to in the chapters on Collegiate, Secondary, and Primary Education; but, even at the expense of some repetition, it will be convenient to collect in one place the scattered references, and to show what advance each Province is making in this matter. The second aspect of the subject is more difficult to deal with consistently. Strictly speaking, it ought to include the two kinds of Public institutions which are classified in the General Tables as Professional Colleges and Special Schools. The former comprise colleges for Law, Medicine, Engineering, Teaching, and Agriculture. The latter consist of Training schools for Masters and Mistresses, Schools of Art, Law Schools, Medical Schools, Engineering and Surveying Schools, Industrial schools, and "other schools." Of these, the colleges for Law and Medicine have already been treated in the chapter on Collegiate Education, as being essentially colleges teaching for a University degree; and it was impossible to separate from them the Law and Medical Schools. Again, the Training schools, because of their exceptional importance, have had a chapter to themselves, which further comprised the two Teaching Colleges in Madras.

General Statistics of Technical Institutions

We are thus left with less than half of the Professional colleges and just half of the Special schools, to form the main subject of the present chapter. A further difficulty is presented by the heading of "other schools," with which the list of Special schools concludes. It is impossible to say whether these should rightly be included under Technical institutions. The matter is of some importance; for they and their pupils make up nearly two-thirds of the total. In Madras, it would seem that almost the entire number of Technical institutions have been returned under this heading. In Bengal, on the other hand, they consist of such miscellaneous items as music schools, Muhammadan

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madrasas, Sanskrit *tols*, Title and Vedic classes, railway schools, a deaf and dumb school; and the same is true of Assam. In short, they form a miscellaneous group into which is thrown every so-called Public institution that could not find a place in any one of the recognised classes. They are, therefore, omitted from the Table 1, which gives the available statistics of Technical institutions, in the several Provinces, for each of the three quinquennial years, 1886-87, 1891-92 and 1896-97.

Though it would be idle to submit this table to a minute analysis, some of the leading facts that it brings out may be mentioned. The real value of the several institutions can only be learnt from the details that will be quoted presently from the Provincial Reports.

The number of Engineering colleges remains unchanged at four. The total number of students in them has risen from 474 to 667, almost entirely during the last five years. The greatest and most steady rate of increase is shown by the Sibpur College in Bengal. The Rurki College in the North-West has also increased uniformly, but more slowly. The college at Madras has made a start in the last five years. The college in Bombay, which is a branch of the Science College at Poona, has lost half its students; and this cannot be attributed to the plague, for the numbers were still lower in the intermediate period.

The number of Engineering and Surveying schools has risen during the ten years from 14 to 29, and the total number of pupils in them from 616 to 1,393, the rate of increase in each case being more that twofold. But it may be doubted whether this increase is not to a great extent nominal. It is confined to Bengal and Burma. In Bengal it is real, but in Burma the schools in question are apparently limited to preparing surveyors for the very lowest grades of the public service. The figures for Madras show a decrease during the last five years. In Bombay, the one small school was closed through the plague. The school in the Central Provinces shows fair progress. The Punjab stands conspicuous among the larger. Provinces for possessing no special institution for the teaching of engineering, though there is an engineering class at the Mayo School of Art.

Schools of Art exhibit a very satisfactory improvement. While the number of institutions has increased from four to six, entirely in the earlier period, the total number of pupils in them has risen from 763 to 1,398, or nearly twofold. The rate of increase is largest and most

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TABLE 1

Comparative Statistics of Technical Institutions, 1886-87, 1891-92 and 1896-97

Province	1886-87								1891-92			
	Engineering Colleges		Engineering and Surveying Schools		Schools of Art		Industrial Schools		Engineering Colleges		Engineering and Surveying Schools	
	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	1	17	1	164	1	265	16	692	1	10	1	185
Bombay	1	153	1	11	1	264	13	773	1	50	1	14
Bengal	1	146	3	210	1	152	15	792	1	244	3	417
N.-W. P. and Oudh	1	158	—	—	—	—	2	190	1	180	—	—
Punjab	—	—	—	—	1	82	6	222	—	—	—	—
Central Provinces	—	—	—	—	—	—	14	242	—	-	1	11
Burma	—	—	9	231	—	—	1	96	—	—	17	411
Assam	—	—	—	—	—	—	1	23	—	—	1	4
Coorg	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—	—	—
Total	4	474	14	616	4	763	68	3,030	4	484	24	1,042

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TABLE 1 (*Continued*)

Province	1891-92 (Contd.)				1896-97							
	Schools of Art		Industrial Schools		Engineering Colleges		Engineering and Surveying Schools		Schools of Art		Industrial Schools	
	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils	Institutions	Pupils
1	14	15	16	17	18	19	20	21	22	23	24	25
Madras	1	426	18	997	1	76	1	164	1	633	4	137
Bombay	1	286	16	1,220	1	75	1	—	1	288	16	1,223
Bengal	1	181	18	672	1	310	4	595	2	301	23	623
N.-W. P. and Oudh	—	—	3	148	1	206	—	—	—	—	2	296
Punjab	1	134	3	443	—	—	—	—	1	196	7	759
Central Provinces	2	21	8	332	—	—	1	30	1	40	—	—
Burma	—	—	1	18	—	—	22	604	—	—	—	—
Assam	—	—	1	6	—	—	—	—	—	—	2	16
Coorg	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	1	24	—	—	—	—	—	—	3	47
Total	6	1,048	69	3,860	4	667	29	1,393	6	1,398	57	3,101

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uniform in Madras, where the numbers have more than doubled during the ten years. Bombay is exceptional in showing little change. Bengal and the Punjab rival Madras by also doubling their numbers. The Central Provinces apparently now have one Art school, instead of two weak ones; but nothing is said in the Report about this school, which is probably only an Art class. The North-West has no Art school, and is poorly represented in Industrial schools.

The number of Industrial schools has apparently decreased during the last five years from 69 to 57, and the total number of pupils in them from 3,860 to 3,101, being little more than the total of ten years ago. But this decline is probably nominal, being due mainly to a change of classification. This is certainly the case in Madras, which appears to have lost 14 Industrial schools, with more than 800 pupils. As a matter of fact, the real number of Technical institutions in Madras in 1896-97 was 33, with 2,430 pupils, almost all of which have dropped into the category of "other schools." This explanation will not apply to the Central Provinces, where eight Industrial schools, with 332 pupils, seem to have disappeared altogether. The number of pupils has also decreased year by year in Bengal. The stationary figure for Bombay in the later period, compared with the large increase in the earlier, may be ascribed to the plague. The North-West, after a drop in the earlier period, has doubled its numbers in the later; while the Punjab shows a continuous and rapid rate of progress.

Expenditure on Technical Institutions

Table 2 gives the expenditure according to sources on Technical institutions, in the several Provinces, for 1896-97, together with the corresponding totals for 1891-92. In this table, "other schools" have been added, in order not to omit the figures for Madras, though in the other Provinces very few of these are in any sense connected with Technical instruction.

The total expenditure on the four Engineering colleges has decreased in five years by 3 per cent, while the total number of students increased by 38 per cent. The proportion borne by Private Funds, which in this case means fees, has increased by 40 per cent, and now forms just one-tenth of the whole. The Rurki College is the most expensive of the four, and also obtains by far the smallest proportion of fees. The Madras College is the cheapest, and provides one-seventh of its total expenditure from fees. The total expenditure on Engineering and

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TABLE 2

Expenditure, according to Sources, on Technical Institutions, 1896-97

Province	*Engineering Colleges*			*Engineering and Surveying Schools*			*Schools of Art*		
	Public Funds	*Private Funds*	*Total*	*Public Funds*	*Private Funds*	*Total*	*Public Funds*	*Private Funds*	*Total*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Madras	38,192	8,573	46,765	15,815	6,409	22,224	24,576	9,453	34,029
Bombay	47,462	7,813	55,275	2,600	647	3,247	35,432	9,836	45,268
Bengal	96,481	12,745	1,09,226	17,282	10,344	27,626	22,961	6,660	29,621
N.-W. P. and Oudh	1,17,890	3,895	1,21,785	—	—	—	—	—	—
Punjab	—	—	—	—	—	—	13,605	382	13,987
Central Provinces	—	—	—	3,010	—	3,010	300	—	300
Burma	—	—	—	29,558	5,414	34,972	—	—	—
Assam	—	—	—	—	—	—	—	—	—
Coorg	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—
Total	3,00,025	33,026	3,33,051	68,265	22,814	91,079	96,874	26,331	1,23,205
Total for 1891-92	3,19,387	23,514	3,42,901	59,797	19,679	79,476	1,11,786	26,705	1,38,491
Percentage of Increase or Decrease	–6	+40	–3	+14	+16	+15	–13	–1	–11

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TABLE 2 (*Continued*)

Province	Industrial Schools			Other Schools		
	Public Funds	Private Funds	Total	Public Funds	Private Funds	Total
1	11	12	13	14	15	16
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras	2,431	5,983	8,414	34,502	76,510	1,11,012
Bombay	90,336	1,12,113	2,02,449	67,869	7,641	75,510
Bengal	19,926	21,249	41,175	29,612	56,901	86,513
N.-W. P. and Oudh	7,223	1,017	8,240	13,163	12,411	25,574
Punjab	11,184	2,078	13,262	16,965	21,500	38,465
Central Provinces	—	—	—	3,669	—	3,669
Burma	—	—	—	7,125	3,935	11,060
Assam	—	3,036	3,036	2,906	4,214	7,120
Coorg	—	—	—	—	—	—
Berar	1,868	—	1,868	—	—	—
Total	1,32,968	1,45,476	2,78,444	1,79,501	1,83,112	3,62,613
Total for 1891-92	1,35,376	1,77,059	3,12,435	1,42,675	1,08,038	2,50,713
Percentage of Increase or Decrease	–2	–18	–11	+26	+70	+45

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Surveying schools has increased by 15 per cent, while the total number of pupils increased by 34 per cent. Here, likewise, the proportion borne by fees has increased more rapidly than that borne by Public Funds, and now provides one-fourth of the whole. In Madras, this proportion rises to nearly one-third; whereas in Burma it falls to little more than one-sixth. The total expenditure on Schools of Art has decreased by 11 per cent, while the total number of pupils increased by 33 per cent. Here, again, Private Funds, which in this case do not necessarily mean fees, contribute a larger share than before, though the actual amount has slightly decreased. Madras, as usual, shows, the largest proportion from this source; and the amount in the Punjab seems exceedingly small. The total expenditure on Industrial schools has apparently decreased by 11 per cent; but the result would be very different if the large expenditure on "other schools" in Madras were included, as it ought to be. Bombay is conspicuous for its large amount, which would be one-half of the whole, even after correcting the figures for Madras. In both Industrial and "other" schools, it will be observed that Private Funds supply more than half the total expenditure. Fees are here an insignificant items, both these classes of institution being largely supported by charitable subscriptions and endowments.

Scholarships in Special Schools

Unfortunately, there are no means of distinguishing the expenditure on scholarships in Technical institutions proper. The following Table 3 gives the expenditure on scholarships in all Special schools (other than Training schools), according to sources, in the several Provinces for 1896-97, together with the corresponding totals for 1891-92. It thus includes Medical schools, in which the expenditure on scholarships is heavy, and also Law Schools, where there are practically no scholarships.

The total expenditure on scholarships in Special Schools (including Medical Schools, but excluding stipends in Training institutions) increase in five years from Rs. 99,625 to Rs. 1,23,360, or by 24 per cent. The increase is shared by every source, except Municipal Funds, where the amount is small. Considerably more than half of the whole is derived from Provincial Revenues. The proportion to the total expenditure on scholarships has risen from 14 to 15 per cent. The high proportion in both Burma and Madras is due to Medical Schools. Bengal shows the lowest proportion of all, though this has

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risen in five years from 1 to 5 per cent. In actual amount, Bombay and the Punjab follow close upon Madras; and they are both of them fortunate in deriving a considerable sum from "other sources." Burma obtains nothing from any other source than Provincial Revenues, and Assam very little. Bombay obtains most from Local Funds, and the Punjab most from Municipal Funds.

TABLE 3

Expenditure on Scholarships in Special Schools (other than Training Schools), 1896-97

Province	*Provincial Revenues*	*Local Funds*	*Municipal Funds*	*Other Sources*	*Total*	*Percentage of Total Expenditure on Scholarships*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Madras	20,913*	4,300	45	3,664	28,922	38
Bombay	10,952	7,751	204	6,602	25,509	20
Bengal	3,468	5,062	782	3,068	12,380	5
N.-W. P. and Oudh	9,617	—	—	4,806	14,423	17
Punjab	13,596	2,442	1,951	6,518	24,507	16
Central Provinces	1,479	469	—	132	2,080	7
Burma	11,273	—	—	—	11,273	44
Assam	3,786	480	—	—	4,266	8
Coorg	—	—	—	—	—	—
Berar	—	—	—	—	—	—
Total	75,084	20,504	2,982	24,790	1,23,360	15
Total for 1891-92	59,854	14,783	5,600	19,388	99,625	14
Percentage of Increase or Decrease	+26	+39	–47	+28	+24	

*Includes Rs. 7,895 for Government Scholarships in Medical School.

Results of University Examinations in Engineering

Except in the case of the Engineering colleges, there are no common examinations by which the results of the work done in Technical institutions can be tested. And even here the Rurki College

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in the North-West must be omitted, for it is not affiliated to the University of Allahabad. The only Universities that confer degrees in Engineering are Madras, Bombay, and Calcutta. The two following tables give Table 4 the results of examinations in Engineering for each of the six years 1891-92 to 1896-97, and Table 5 the results according to Provinces for 1896-97:—

It must be admitted that these tables show little progress. While the total number of students at the three Engineering colleges concerned has increased from 304 to 461, or by just one-half, the total number of candidates for University examinations in Engineering has only increased from 130 to 134. The total number of passes, however, has risen from 47 to 70, and the average of success from 36 to 72 per cent. Of all the six years, 1892-93 seems to have been by far the most successful. Turning to the Provincial table, it would appear that the standard of examination must be much less severe at Bombay than at the other two Universities. Out of 57 candidates at Bombay, no less than 43, or 75 per cent were successful; while at Bengal the average of success was 50 per cent, and at Madras (with only 15 candidates) 40 per cent. This matter will be referred to again, in connexion with the several colleges.

Attention to Practical Subjects in General Education

Before proceeding to a detailed description of Technical institutions proper, it will be convenient to present a connected account of the measures that have been adopted in the several Provinces to widen the system of general education, by introducing more practical subjects into the curriculum. In Mr. Nash's Review, following the terminology of previous Reports, this aspect of the matter was termed "preparatory technical education." But there are obvious objections to the phrase. The new subjects introduced are not strictly technical, still less are they preparatory. They may begin at the infant stage with Kindergarten methods; they may end at the University with a degree in Science. They include everything that tends to make general education, in both schools and colleges, more "modern" and less literary. They do not necessarily lead to a bifurcation of studies, even in the higher stages, but they ought to have the effect of enriching the entire course of instruction, of stimulating every pupil, and of providing opportunities for the satisfaction of special aptitudes. Their object is, not so much to give specialised training, as to widen general education,

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TABLE 4

Results of University Examinations in Engineering, 1891-92 to 1896-97

Examination	*1891-92*		*1892-93*		*1893-94*		*1894-95*		*1895-96*		*1896-97*	
	Candi-dates	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*	*Candi-dates*	*Passed*
M.C.E	—	—	—	—	—	—	—	—	—	—	—	—
B.C.E.	26	8	16	9	12	8	13	7	18	7	22	11
L.C.E.	75	20	60	47	23	13	36	24	41	25	27	18
First L.C.E.	29	19	53	45	55	41	70	45	74	37	85	41

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TABLE 5

Results of University Examinations in Engineering According to Provinces, 1896-97

Provinces	*B.C.E.*		*L.C.E.*		*First L.C.E.*	
	Candidates	*Passed*	*Candidates*	*Passed*	*Candidates*	*Passed*
Madras	7	3	8	3	—	—
Bombay	—	—	14	12	43	31
Bengal	15	8	5	3	42	10
Total	22	11	27	18	85	41

by bringing it into contact with human interests and the facts of daily life. The goal aimed at, so far as possible, is practical knowledge, rather than book-learning; the development of the powers of the mind, rather than the acquisition of the contents of text-books. This, of course, is an ideal, not yet attained in any country of the world. But not a little advance has been made throughout India during the last five years in this direction.

Practical Subjects in General Education in Madras

It is the boast of Madras that its system of general education had anticipated the recommendations of the Commission. Kindergarten training was introduced as far back as 1875. The wide range of optional subjects has long ago given to both secondary and Primary schools the opportunity required for developing a "modern side," or encouraging the tastes of individual pupils, while the elasticity of the Code has enabled the Department to encourage by extra grants whatever practical subjects may from time to time seem to need stimulus. An elaborate system of Technical examinations works in the same direction, though the new Upper Secondary Examination has not yet proved successful as an alternative to the Matriculation. As regards the Collegiate stage, there is evidence that the scientific subjects in the so-called Science Division of the B.A. course are steadily gaining in popularity, at the expense of the literary subjects; and, in order to meet this demand, the Presidency College has recently been equipped with chemical,

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physical, and biological laboratories, at a considerable cost to Government. Finally, it may be said that the comparative efficiency of the system for training teachers in Madras enables new subjects to be introduced into the schools with less difficulty than elsewhere.

Kindergarten Training in Madras

Kindergarten training began to receive serious attention in 1875, when Mrs. Brander, then superintendent of the Female Normal School at Madras city, introduced the system into the lower classes of the practising school, and also devoted an hour a week after school hours to the instruction of the Normal students in Kindergarten occupations. The system was first recognised in the Grand-in-Aid Code of 1885, in which three Kindergarten occupations and four action songs were prescribed for the first and second standards in "results" schools for Indian children, and for the third standard also in European schools. Grants varying from 2 to 6 annas each for Indian children, and from 2 annas to Rs. $1^1/_2$ for European children were allowed for these occupations and songs separately. In 1892, the curriculum was altered so as to include as many as six occupations, and pupils were required to answer simple questions on the form, colour, and other striking qualities of the materials used. But as the occupations were taught without the songs and *vice versa*, they came to be practised very mechanically; and beyond some dexterity and an improved knowledge of colour and form, the pupils gained little. Hence, in 1896, it was ruled that simple stories should be told to the children, and that the occupations and action songs should illustrate these stories, and that one consolidated grant should be given for the three subdivisions (stories, occupations, and songs). The rate of grant for Kindergarten has since been raised to the scale provided for the Second language. This has led to an improvement in teaching, and to a larger number of passes. In 1896-97, the total number of passes in Kindergarten for "results grants" in Primary schools for boys (excluding "salary results" schools) was, 1,438. But it is only in the very best girls' schools, and in Training schools for Mistresses, that Kindergarten methods are systematically and intelligently carried out. In Training schools for Masters of the Primary and Lower Secondary grade, little has yet been done—mainly for want of qualified teachers. With a view to supply this want, the Director proposes gradually to make instruction in Kindergarten methods compulsory in all practising schools managed by

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the Department, and to require the students under training to devote special attention to the matter. "The paltry assignment which alone it has been found possible to make to 'results schools' has led to the neglect of the teaching of optional subjects generally in such schools; and it was partly with a view to eradicate this evil that the important changes in the Grant-in-Aid Code, now under the consideration of Government, were recommended by the Recent Conference."

Manual Training in Madras

"Every opportunity is taken to impress upon heads of institutions the paramount importance of Manual training. But it is difficult to get managers of schools and parents of pupils to realise the purpose which it is intended and fitted to serve in the school curriculum. They look upon the time devoted to this subject as so much deducted from the time which belongs to ordinary book-subjects, and therefore as a hindrance to a boy's chances of passing one or other of the public examinations, success in which is regarded as of more importance than the education which leads up to them. But, instead of proving an impediment to ordinary school-work, the experience of other lands has shown that both the quantity and the quality of ordinary school-work are improved: the training of the hand, the eye, and the intelligence, and the general arousing of the mental and bodily energies having a most beneficial effect on the whole of the work of the school. Comparing the state of things at the end of the quinquennium with what it was at the beginning, it may appear that instead of progress there has been retrogression, there being fewer carpentry classes attached to institutions for general education than there were five years ago. But it is surely something gained if, during those five years, we have been able to rid ourselves of some of the absurd notions at first entertained as to the aims and methods of Manual training as a part of the school curriculum, and as to the qualifications needed in those who undertake to impart instruction. This, I think, we have done, in part at least. It is no longer supposed that Manual training is intended to teach any particular trade or handicraft, but to discipline the physical, intellectual, and moral faculties. But much has yet to be done before Manual training can take its proper place in line with the

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ordinary subjects of the curriculum, and it will be years before the services of teachers specially trained for the charge of such classes can be obtained in sufficient numbers. The experiment of training such teachers in the workshops of the Engineering College, which has received the approval of Government, will be watched with interest. In Europe, Manual training is frequently given by the ordinary teachers of the schools, and, in the opinion of such a high authority as Sir Philip Magnus, this is the proper course to pursue. The late Mr. Grigg [a former Director of Public Instruction] had doubtless some such idea in his mind when he requested sanction to transfer the Training College from Madras to Saidapet. But it has been found impossible to carry on Manual training along with the numerous other subjects which have to be dealt with during the short period of the year that the course at the Teachers' College lasts."

Practical Subjects in Primary and Secondary Schools in Madras

The extent to which practical subjects are encouraged by the optional system which prevails in Madras may be learnt from the following extract from the syllabus of study prescribed by the Educational Rules for the fourth or highest, standard in Primary schools:—

"*Object Lessons or Elementary Science*

(a) To show a fuller acquaintance than in the third standard with (1) familiar animals or animal products; (2) familiar plants or vegetable products; (3) familiar minerals or mineral products; and (4) familiar facts regarding the weather, Twenty-four lessons to be prepared, six from each subdivision.

(b) To answer questions more difficult than in the third standard on the lessons prepared with reference to (1) the food, habits, and uses of the animals, their classification and structure, and the adaptation of their structure to their food and habits; (2) the cultivation or mode of growth of the plants, their general structure and uses; and (3) the origin or

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preparation of the mineral substances, and their chief properties and uses.

(c) To answer simple questions on the chief characteristics of the classes to which the animals, plants, and minerals belong, and on the chief points of resemblance between those of the same class and of difference from those of other classes. The animals, plants, and minerals shall be selected from those in the neighbourhood with which the pupils may be expected to be familiar, and the examination shall have reference, in part at least, to actual observations made by the pupils during the year.

Free-hand Drawing

Free-hand drawing on paper from enlarged copy on the black-board or from a large diagram, curved figures, ornamental forms, common objects, flowers, leaves, &c.

Needlework (for girls in Native schools)

(a) To cut from a pattern or by measurement, and to show ability to make a jacket and a petticoat of full size suitable to a girl of from six to twelve years of age.
(b) To show one finished garment of each kind done in the course of the year.
(c) To work button-holes.
(d) To darn an old cloth.

Geography

(a) Shape and size of the earth; simple notions regarding the relations of sun, moon, and earth.
(b) The oceans and continents of the world.
(c) The geography of the Madras Presidency, Coorg, Travancore, Mysore, Cochin, and Hyderabad, as in any approved book; also the important physical features of the rest of India.

History of India

A very elementary knowledge of the leading periods of the history of India down to 1858, with such a knowledge of the geography

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of Asia as may be necessary for the intelligent study of the subject.

Agriculture (for boys only)
The elements of agriculture as in any approved book.

Mensuration (for boys only)
Definitions of, and connected with, the various figures named below:

(a) Lengths—linear measures, English and Indian. Practical use of the chain, tape, and rod.
(b) Areas—square, rectangle.

Hygiene and Elementary Sanitary Science
Elements of hygiene as in any approved book. The pupil will be expected to answer such simple questions on sanitation as would come within his daily experience.

In order to induce managers of "results schools" to teach optional subjects, the scale of "results grants" fixed for some of them is raised from time to time. Thus, during the last five years the grants for Kindergarten and for object lessons and elementary science have been raised to the amount fixed for the Second language; and in the fourth and higher standards, drawing and agriculture now carry a higher grant than the Second language, geography, or history. As tested by the results of the examinations, geography and hygiene are the most popular of the optional subjects. During the last five years the number of passes in agriculture has risen from 567 to 829, and the number of passes in drawing from 180 to 736. In compliance with a suggestion from Government, instructions have recently been issued for the improvement of the teaching in hygiene.

In Secondary schools the same system of optional subjects prevails. For the Lower Secondary Examination, candidates may bring up elementary science or any of the subjects of the Elementary Technical Examination. The most popular of the optional subjects is geometry and algebra; but in 1896-97, 360 candidates brought up elementary science, of whom 203 passed. In Upper Secondary schools, physics and chemistry are compulsory for the Matriculation; but candidates for the Upper Secondary Examination may substitute for physics and chemistry two subjects selected from the list for the

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Intermediate Technical Examination. In 1896-97, the total number of special drawing-masters in Secondary schools was 123, of whom 85 were attached to High schools. In a few Upper Secondary schools, drawing is still taught by general or class-teachers; but the employment of qualified teachers is being insisted on as far as possible.

Practical subjects in General Education in Bombay

Bombay prides itself upon a system of general education in both Primary and Secondary schools, which was carefully organised several years ago, and has been little modified by the recommendations of the Commission. Its University was the first to confer degrees in Science, and to institute a Final Examination as an alternative to the Matriculation. Its School of Art may be said to have created the teaching of drawing throughout Western India.

The teaching of agriculture in Primary and Secondary schools was discussed at a Conference at Poona in February 1896. At Conferences held later in the same year, a resolution was passed about Manual training and drawing in Primary schools. With regard to the former subject, the Director writes, in a letter to Government forwarding the resolution: "The ignorance of the general public on the subject of Manual training in connexion with ordinary literary education is confessed; and the paper read by Dr. Thomson at the Poona Conference was listened to with the greatest interest, and his conclusions were not contested. Dr. Thomson is an expert on the subject in this Presidency. He is now publishing a book on Manual Training, which has been specially prepared for schools; and it is to be hoped that this book will greatly assist and guide those managers who are anxious to create a 'real' side in some of our schools, and who have been in many cases grouping in the dark and experimenting, because they had no safe guide to follow and no clear notion of the right road. The Victoria Jubilee Technical School at Poona is under Dr. Thomson's own supervision; and, with its example and Dr. Thomson's book and his occasional visits to managers, it is hoped that, where Manual training is attempted, it will be found possible to establish it on sound principles and conduct it to a successful issue." The part of the resolution proposing to make drawing a compulsory instead of an optional subject in the curriculum for Primary teachers at Training colleges has been approved by Government. There was a strong agreement of opinion at the several Conferences that drawing should, if possible, form a portion

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of the Primary school course; and it was felt that, whether this were universally feasible or not, the teacher himself would be better equipped for his practical school-work, if he could use his hands correctly and deftly than if he had obtained a knowledge of Sanskrit roots.

With regard to the general question, the Director writes in his Report:—

> "The general introduction of drawing into Primary schools is not feasible under present circumstances; but many of our trained masters have gained certificates in drawing, and can give elementary instruction in the subject. I have seen very creditable work done in a Primary school in the State of Radhanpur, where the master was active and able; and in the Industrial schools in Sind trained masters who have learnt drawing usefully assist the technical teachers in giving instruction in this subject. I do not anticipate much development in this direction while funds are lacking; and it is obvious that where you cannot maintain a sufficient staff on fair salaries, there is no money for extra luxuries. Still, a master with his black-board can teach much to boys with their slates, and there is no reason why simple instruction of this kind should not be generally given.
>
> "In our Middle schools, drawing is not generally taught yet; but the tendency is towards this, and more attention is paid to the subject yearly. No science is taught at present.
>
> "In High schools, both drawing and science are taught, and in Government High schools there is now always one special teacher of drawing and one for science. The schools are also adequately supplied with apparatus. The teaching is directed mainly to the requirements of the Matriculation and the University School Final Examination, and is no doubt more practical than it was, but is still perhaps deficient in thoroughness. No scholarships have been established, as contemplated by Government in 1886, for the special encouragement of science. The Aided schools follow the example of the Government schools; and the tendency in them is towards greater attention to the teaching of science, and the better equipment of their laboratories."

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Practical Subjects in General Education in Bengal

In Bengal, the study of science has made great strides in Arts colleges, and practical subjects of education have been generally introduced into both Middle and Primary schools; but little has been done towards widening the curriculum of English schools.

The University has no Science faculty, though a proposal is under consideration to create a Doctorate in Science. But the degree of M.A. is conferred in five branches of science, of which physics is the most popular. During the last five years, no less than 81 M.A.'s have graduated in science, marking, as the Director observes, "the advent of a new era"; and in 1896-97 they formed 23 per cent of the total. The science side of the B.A. course is also gaining in popularity, the proportion of candidates who select it having risen in five years from 16 to 35 per cent of the total. This is ascribed to the improved provision for teaching science in the colleges under private management, especially in the Unaided City College and the Aided General Assembly's Institution. The labouratories, both physical and chemical, have been improved and enlarged in all Government colleges; and a chair of geology is maintained at the Presidency College.

As the Senate of the University has refused to establish a scientific and technical examination alternative to the Matriculation, the course of study in High schools remains practically unchanged, the only compulsory subjects of a practical character being physical geography and elementary physics. In drawing alone has an advance been made, not at the motion of the University, but as a purely Departmental measure. It was noticed by Mr. Nash in his Review that, as the marks in drawing did not count for a University pass, pupils did not take kindly to the subject; and that, as the supply of drawing-masters from the Government School of Art was as yet very limited, nothing like compulsion could be thought of. Since then the final students from Training schools, who have to pass in drawing, have been largely employed as drawing-masters in High schools; and the Government therefore found itself in a position to order that, from the Matriculation examination in 1897, the Director should give credit for marks in drawing when awarding junior scholarships. In consequence, the number of passes in drawing from High schools under public management, which was only 4 in 1892, rose to 217 in 1897; while, in addition, in the latter year 110 schools under private management passed 293 pupils in drawing.

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In Middle schools, the "modern" side is more developed than in High schools. Here the pupils learn mensuration and hygiene, in addition to a little physical geography and physics. "In an agricultural country like India, where almost everybody has some interest in land, the importance of simple mensuration cannot be over-estimated. Hygiene holds a similar position in the curriculum, with a view to dispel the vast mass of ignorance and superstition which educationists will for long have to combat with, and to arrest, in however inappreciable an extent, the heavy mortality from malaria and other epidemics, which have their root in the popular ignorance of the elementary principles of sanitation." Chemistry and botany were formerly prescribed as optional subjects with physics, but were omitted in 1895, in order to simplify the course. The question of introducing agriculture into the curriculum is now under the consideration of Government Nothing is said about drawing, except in connection with High schools.

The course for Primary schools is also of a practical character. Agriculture as well as physics is prescribed for the Upper Examination; and instruction in sanitation is compulsory in all Primary schools, both of the Upper and the Lower grade. Besides these, mensuration according to the Indian method is taught, as well as Indian methods of calculation and keeping accounts; and in the language text-book or Reader, some information about agriculture and the nature of maps is sought to be conveyed. It is not possible to tell how many pupils passed in agriculture or sanitation at the Primary Examinations, as the passes are not recorded for each subject separately.

Drawing is a compulsory subject for the Vernacular Mastership examination at the first-grade Training schools. The number of final students who passed from these schools during the last five years is 371, of whom 62 obtained special certificates in drawing, having secured 60 per cent of the marks in that subject. Besides, a number of pupils have passed from the Government School of Art, so that the supply of drawing-masters for High schools is much larger than it was five years ago.

Practical Subjects in General Education in the North-West Provinces and Oudh

In the North-West, the new University of Allahabad shows its influence by the importance attached generally to science any by the

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bifurcation of studies in Secondary schools. The B.A. course resembles that of Calcutta, in having a science as well as a literary side; but at Allahabad the F.A. course is also sub-divided in the same way. In 1896, the University created a faculty of Science, in which both the degrees of B.Sc. and D.Sc. are conferred after examination; but there is no Preliminary or First B.Sc. examination, as at Bombay. In 1894, the University instituted a School Final Examination, in "modern" subjects, which ranks as alternative with the Matriculation; and it also conducts a Special Vernacular Examination of a high standard.

While the Matriculation is now confined to four subjects, all of which may be called literary, the School Final offers a wide option among practical subjects, and substitutes the vernacular (Urdu or Hindi) for a classical language. These optional subjects include elementary physics and chemistry, drawing, mensuration and surveying, political economy, book-keeping, and agriculture. The Middle English Examination has been modified to suit the same course; and physics, physical geography, and sanitation are included in the Middle Vernacular Examination.

The Muir Central College is strongly organised on the science side. Of five European professors, three teach science. During the last year, the sum of Rs. 8,800 was granted by Government for scientific equipment, of which half was devoted to the Physical Laboratory, and the greater part of the remainder to providing accurate standards and instruments of measurement. The Unaided St. John's College at Agra has sufficient apparatus for the science side of the F.A. and B.A. courses, and hopes to be able to raise its laboratory to the standard required for affiliation to the B.Sc. It is noticeable that all of the 7 candidates who appeared for the B.Sc. examination in 1897 (the first year it was held) were successful, and that two of them also qualified for the B.A. The only candidate for the D.Sc. was likewise successful, his subject being mathematics. During the past five years, there have been 9 candidates for the M.A. in chemistry, of whom all passed; and 13 candidates for the M.A. in physics, of whom 10 passed.

The teaching of science in Secondary schools is not satisfactory.

> "Graduates from college, with no training or experience as teachers, were appointed to the science classes; and they set themselves too often to prime their pupils for the inevitable written examination, instead of leading them to an intelligent

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study of the subject. We seem to be almost as far off as every from a supply of trained teachers of science. No provision has yet been made for them in the recently opened Training College at Lucknow. With regard to the course of work in science for in this subject there ought to be not merely a course of reading, as hitherto), the first part of a Manual of Practical Science has been prepared by Professor Murray [of the Muir Central College] on lines approved by the Incorporated Association of Head Masters in England for adoption in schools; and it will be in use in English Middle schools during the current year. A translation will be prepared eventually for the benefit of Vernacular schools. The apparatus necessary for a pupil of Part I of the Manual will consist only of a centimetre scale, a straight edge, a protractor, and a pair of compasses. There will be no need for any expenditure on elaborate apparatus; but without the above-mentioned articles no pupil will be able to go through the course, which will be essentially a practical one."

The teaching of drawing was first started in 1892, in five selected schools. It has now extended to 22, some of which are not under inspection; and there may possibly be others that take up the subject. At first, model-drawing was taught in the Middle department; but this had to be abandoned, as it was found that no satisfactory progress could be made in the short time available. The course in free-hand and geometrical drawing was, however, raised. Most of the teachers are men trained in the Mayo School of Art at Lahore; the remainder have been supplied by the Bombay School of Art and the new Industrial School at Lucknow. Drawing is a subject of examination in the School Final and the Middle English Examination; and, in addition, certificates in four lower classes are given by the Department. In 1896-97, the total number of candidates, in drawing was 430, of whom 298 passed. At the School Final, all the 19 candidates passed, and at the Middle English Examination, 70 out of 81. Compared with 1892-93, the total number of candidates from schools under inspection has more than doubled, and the number of passes has risen from 172 to 290.

Practical Subjects in General Education in the Punjab

In the Punjab, where the whole system of education is comparatively new, scientific and practical subjects receive special attention.

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The bifurcation of studies has been Extended from secondary schools to colleges, by the institution of an entrance Examination in Science, alternative to the Entrance Examination in Arts, leading up to a degree in Science. At the same time, a final school examination, called the Clerical and Commercial Examination, has also been instituted by the University, which does not lead up to a degree, but is intended to mark special fitness for business, office, and similar vocations. Neither of these reforms, however, though finally sanctioned, came into operation during the period under review.

At the Intermediate Examination in Arts, physics with chemistry is the most popular of the optional subjects. The number of passes in this joint subject was 138, compared with 35 five years before. At the B.A. examination, physics and chemistry are now separate subjects. They are less popular than history or mathematics; but one or other is taken up by about one-third of the candidates, compared with one-eighth five years ago. The total number of passes in both together has risen from 9 to 40. Science is also a subject for the M.A. examination; and four candidates took their degree in it in 1896-97, compared with only one five years before.

It does not appear that either science or drawing is regularly taught in Secondary schools. The Director says: "In connexion with the Entrance Science and Clerical and Commercial Examinations instituted by the Punjab University, a few schools have adopted the corresponding courses (including shorthand and book-keeping); and, in consequence of the laying down by the Department of a scheme of drawing for Secondary classes, that subject is also beginning to find a place in the schools. In a few year, I hope to find that the ordinary students of the Training College will be able to qualify as teachers of elementary drawing; and this will greatly facilitate the general introduction of the subject into the schools. In Primary schools, practical subjects occupy a fair place. A course of object lessons has been introduced into each class during the period under review. Agriculture is taught in every Board school, the teachers being required to take their pupils out into the fields, to illustrate the lessons by reference to the actual operations of field-work. A little practical mensuration is also taught, though complaint is made that the simple apparatus for this is sometimes lacking."

Some account has been given in the last chapter of the introduction of drawing into the curriculum of the Training College.

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Provision is also made there for the teaching of science. Agriculture is taught in the Normal schools, and is a subject of examination for the Teacher's Junior Vernacular certificate. It has recently been decided by Government that the teachers of agriculture in these schools shall be men who have received a course of practical training at an Agricultural school, and one of them has been sent to Cawnpore for the purpose.

Practical Subjects in General Education in the Central Provinces

The Central Provinces have shown great readiness to adopt the recommendations of the Commission. All the three Arts colleges are affiliated to the University of Allahabad, where science is part of the course for the F.A. as well as the B.A. examination; and the one Government college, at Jubbulpore, teaches only the Science side of the B.A. course. A new set of apparatus from England was received at this college in 1894; and it is stated that the arrangements for teaching both physics and chemistry are now fairly complete. The High schools also have at once taken advantage of the School Final instituted by the University of Allahabad, which is essentially an examination in practical subjects. What has been done towards making Secondary and Primary education more practical will appear from the following extract from the Report of the Director:—

> "Drawing, which, on account of the training it gives to the hand and eye, is admitted to be the most useful preparation for special technical instruction, has made marked progress during the quinquennium. Candidates are sent up from our schools for the Bombay School of Art examination, and during the last five years 586 have obtained certificates, the number having risen from 78 in the first year to 181 in the last. The subject is compulsory in the primary department of Secondary schools, but optional in Middle schools and in Primary rural schools. As a matter of fact, however, it is taught in all schools where the masters are competent to teach it. All High and Middle schools are now supplied with certificated drawing-masters. Special prizes varying from Rs. 100 to Rs. 150 are offered to each master who passes not less than ten candidates at the Bombay examination. Prizes are also offered to students who do well at that examination. Special prizes are offered on the results of the Middle School Examination for proficiency in drawing; and in the award of

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Middle school scholarships, preference is given to candidates who excel in this subject. In 1892-93, a further stimulus was given to instruction in drawing in Primary schools by the offer of prizes on the results of the Upper Primary Examination. Physical science and object lessons are compulsory in Secondary schools and their Primary branches; but the latter subject has been made optional in the new curriculum for Primary rural schools, which was sanctioned in 1894. As a fact, our policy is not to make object lessons a separate subject, but to incorporate lessons on elementary science in our Reading-books, so as to make every reading-lesson, so far as possible, an object lesson. Physical science is also a compulsory subject in the Middle School Examination. Special prizes are offered for this subject on the results of that examination, and for agriculture and common objects on the results of the Upper Primary Examination. As regards agriculture, it was felt that, in an agricultural country such as India, the ordinary Reading-books in rural schools should have an agricultural colouring, and that to treat it as a separate subject was a mistake. To this end, the Agricultural Primer is use was, when the Reading-books were revised, incorporated in the Third and Fourth Books. The subject is, therefore, now taught as part and parcel of the ordinary reading-lessons. The Sanitary Primer in use has also been incorporated in the Reading-books. Manual training, since it was made an optional subject in 1891-92, has languished, and is now taught in a few schools only."

Practical Subjects in General Education in Burma

In Burma, where Missionary influence is strong, practical subjects of infant education have taken root. Kindergarten methods are now adopted in 12 schools, where the total attendance was 178 in the first-year class and 97 in the second-year class. There is a Kindergarten class in the Government Normal school at Moulmein, with 20 pupils, to enable the students to acquire a practical knowledge of the system. During last year Slojd was introduced into the same school. Vocal music is taught in four schools, which passed altogether 548 pupils in this subject in 1896-97. Mr. Sheriff, of the Teachers' Institute at Rangoon, is active in training teachers in the Sol-fa system. Calisthenics and musical drill are also practised at several of the girls' schools conducted by Missionaries; and in some of the boys' schools

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there are classes for carpentry, weaving, shorthand, commercial arithmetic, and other technical subjects. In 1896, Sir E. Buck summoned a Conference to discuss the question of introducing the elements of agriculture and science into the schools generally. Arrangements have been made for introducing these subjects, and for training teachers in them, as soon as suitable text-books are ready.

Drawing is now taught in 22 Anglo-Vernacular schools, compared with 18 three years ago, the increase being due to the introduction of this subject into schools under private management. Shading from the cast is at present not insisted upon. In 1896-97, the total number of passes was 1,249, of which 219 were from St. Paul's Roman Catholic Mission School at Rangoon, and 171 from the Rangoon Collegiate School.

During 1896-97, advantage was taken of the aptitude of the Burmans for drawing to institute Teachers' certificates in that subject. Two grades of instruction were drawn up, a Primary and a Secondary: the former qualifying for grants in all Vernacular schools and the primary departments of Anglo-Vernacular schools, the latter in the Middle and High departments of Anglo-Vernacular schools. A beginning was made with free-hand and geometrical drawing in each grade. Owing to the late period of the year, it was only possible to open classes at three centres. At Prome and Pegu the services of the drawing-master of the Municipal school were utilised, while at Rangoon a special class was held in connexion with the Teachers' Institute. With a view to bringing drawing within the reach of all lay schools, special provision was made for attaching Itinerant teachers to these classes, where they received daily instruction for one month. At an examination held in November, the total number of passes among Itinerant teachers was 129. The experiment will be extended next year; and it is hoped that it will have the effect of popularising the subject of drawing in Vernacular schools.

Practical Subjects in General Education in the Other Provinces

In Assam, the general system of education closely follows that in Bengal. Drawing is taught in some High schools, as an optional subject for the Calcutta Matriculation, and a Science Primer is studied for the same examination. In Middle schools, elementary physics, sanitary science, and mensuration with surveying are optional subjects. The Primary course requires a Sanitary Primer, simple mensuration, and

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accounts according to Indian methods.

At a Conference held at Gauhati in January, 1896, which was attended by Sir E. Buck, the question was considered of making the present system of Primary education more practical, by means of object lessons and elementary instruction in science, so as to prepare the minds of pupils to assimilate easily any kind of technical instruction that may hereafter be introduced. General proposals to this effect were accepted by the Chief Commissioner, but no working scheme has yet been adopted.

Similarly, in Coorg the system of general education closely follows that in Madras. The Secondary course includes elementary science, hygiene, agriculture, and mensuration as optional subjects, with needlework for girls. Nothing is said about drawing. The Primary course includes hygiene, mensuration, agriculture, and free-hand drawing as optional subjects, also with needlework for girls.

In Berar, again, the general system of education closely follows that in Bombay. The course for all classes of schools was revised in 1896. In Primary schools, easy object lessons are prescribed for the first standard, and the recitation of poetry and singing in unison for the first two standards; the "Way to Health" and elementary physical geography come into the two highest standards, with mensuration as an optional subject. In the Middle school course, no practical subjects seem to be required. At High schools, drawing is compulsory in all standards, with elementary domestic economy and sanitary science. In 1896-97, the Training College and the two High schools together presented 72 candidates for the first-grade examination of the Bombay School of Art, of whom 25 passed in all heads and obtained certificates, while 2 won prizes. Four years before, the number of passes was only 4.

Technical Institutions in Madras

There are two Technical institutions of the Collegiate grade in Madras, the College of Engineering and Agriculture, though, perhaps, the latter is scarcely entitled to this rank, inasmuch as it is not affiliated to the University, which has refused to institute a degree in agriculture.

The College of Engineering is located in a building of its own, to which several additions and improvements have lately been made in connexion with the workshops, and which it is contemplated to extend further, as the accommodation is still found to be insufficient. An

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engine and a 100-ton testing machine with the requisite apparatus have been supplied to the workshop, at a cost of about Rs. 40,000; and in consideration of the facilities thus afforded in the college for practical instruction, the length of the prescribed extra-mural course has been reduced from two years to one. The staff consists of a principal, two professors (or engineering and mathematics), two assistants belonging to the Provincial Educational Service, and nine assistants (including a work-shop instructor) who belong to the Subordinate Educational Service. During the last five years, the strength of the engineer class has doubled, rising from 10 to 20; while the strength of the engineer subordinate class has undergone little change, fluctuating between 64 and 42. Of engineers, 22 completed their practical course and received diplomas, and 78 subordinate engineers received certificates. All of these found no difficulty in finding suitable employment. At the University examinations, there were altogether 34 candidates for the degree of Bachelor of Engineering, of whom 20 passed; and 28 candidates for the First Examination in Engineering (instituted in 1894), of whom 18 passed. Of the total number of successful candidates, no less than 28 were Brahmans, and five Native Christians. The syllabus of study at the college, which had been drawn up some years ago, was revised in 1896. One of the most important features of the revision was the development of the surveyor class into the sub-overseer and surveyor class. A reduction was made in the length of the probationary course for military engineer subordinates; and after 1900 military candidates will have to pass the same entrance examination as civilian candidates for admission into the engineer subordinate class. Sanction has been accorded for the institution of a few stipends in connexion with the workshop, for the purpose of training men as teachers of technical subjects in Mufassal schools. The total expenditure on the college during the past five years averaged Rs. 35,919, and the receipts (from fees, &c.) Rs. 5,019.

The College of Agriculture at Saidapet is sufficiently accommodated and fairly well equipped. It includes a museum, a botanical garden, and a farm, now consisting of 158 acres. The staff nominally consists of a principal and a vice-principal, both of the Indian Educational Service, and five assistants, one of whom belongs to the Provincial, and four to the Subordinate Educational Service; but the vice-principalship has been allowed to remain vacant for a long time. The University was moved, in 1893, to institute a degree in

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Agriculture, but expressed its inability to comply with the request. In 1894, the Government passed final orders on various proposals in connexion with the working of the college, which had long been under consideration. The Matriculation was made the standard of admission; the scheme of study proposed by a committee of specialists was finally approved; and the diploma of the college received public recognition, in that the holders of it were allowed to appear for Revenue and Criminal Judicial Tests, hitherto reserved for graduates and F.A. undergraduates. Notwithstanding these concessions, the strength of the college has remained practically unaltered during the last five years, fluctuating between 41 and 47. The total number of students who obtained the diploma was 22. The subjects prescribed for this are—agriculture, organic and inorganic chemistry, botany, physiography, veterinary science, surveying and levelling, and agricultural engineering. Few students under go training with a view to get an insight into the science of agriculture, and to bring their knowledge to bear on the improvement of the productive powers of their own lands. The majority join the college with the object of obtaining the diploma, and thereby securing employment or promotion in the Revenues and other Government Departments. The total expenditure on the college during the last five years averaged Rs. 34,242, and the receipts (from farm produce, fees, &c.) Rs. 5,014.

Apart from the two colleges, the Madras system of technical instruction is essentially based upon an elaborate scheme of technical examinations, the dominant idea being that the best way to create a demand for new branches of knowledge is to institute a public examination in them. These Government Technical Examinations, formerly known as Higher Examinations in Science, Art, Industries, and Commerce, were first started in 1886 and took their present form in 1893. They are intended for "the encouragement of scientific and technical instruction, with special reference to manufactures and industries, and generally to the necessities of the practical side of life; and for the purpose of testing the qualifications of persons desirous of becoming" teachers of technical subjects, engineers, designers, agriculturists, commercial employes, managers of industrial establishments, employes under Government, etc. The examinations are of three grades—elementary, intermediate, and advanced. Admission is, as a rule, limited to those who have passed the Secondary Examinations, or who have completed the prescribed course at a recognised technical

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institution. The following are the chief heads of subjects, most of which have many sub-divisions: civil engineering, mechanical engineering, electrical engineering, physical science, geology, biology, sanitary science, agriculture, veterinary science, commerce, music, drawing, jeweller's work, printing, wood-work, metal-work, leather-work, textile fabrics, glass and pottery, tailoring and dressmaking, cookery. To meet the requirements of candidates desirous of qualifying for a profession requiring a knowledge of more than one subject, certain of the subjects are formed into groups. A group-certificate is given for passing in all the subjects of a group of a lower standard, and a diploma for passing in a group of a higher standard.

During the period under review, type-writing has been added as a new subject under commerce, in the elementary and intermediate grades of the examinations. The syllabus relating to dressmaking has been recast, and examinations in this subject have been provided for all three grades, the designation of the subject having been altered to "needle-work and dressmaking." Special syllabuses, suitable to the requirements of candidates for the diploma in agriculture have been prepared in surveying and levelling, and in organic chemistry; the syllabuses in hygiene, agricultural engineering, forestry, music, and free-hand, outline drawing, have been revised; and shorthand has been added to the subjects in which group-certificates are awarded.

During the last four years, the total number of subject-candidates, at the Government Technical Examinations has increased from 1,491 to 3,235, and the total number of passes has increased from 737 to 1,477. But this increase is entirely confined to the lowest grade. In the advanced grade, the number of passes has fallen from 40 to 18; in the intermediate grade, it has fallen from 479 to 457; while in the elementary grade, it has risen from 218 to 1,002. As might be expected, the most popular subject is drawing, followed by commerce and engineering. Diplomas were given to 22 candidates in agriculture, and seven in drawing; while the total number of group-certificates awarded was 55—in drawing, surveying, building, construction, sanitary science, and book-keeping.

Technical institutions in Madras are classified with reference to the scheme of the Government Technical Examinations. Higher class Technical, Industrial, and Art schools form two classes, the first of which gives instruction in subjects coming under more than one group in the scheme, while the second gives instruction in one group only or

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in a single subject. Lower class Industrial and Art schools are those which give instruction up to standard D in the following 20 subjects:—Carpentry, wood-turning, blacksmith's work, fitter's work, rattan-work, printing, bookbinding, boot and shoe-making, pottery, weaving on the native and European hand-loom, carpet-weaving, tailoring, embroidery, chicken-work (white embroidery), lace-making, braid-making, tape-making, hand-knitting, machine-making, and instrumental music. These lower class schools pass to the list of higher class schools as soon as they begin to prepare pupils for any examination under the Government Technical Examination scheme. It will be observed that this classification differs fundamentally from that adopted in General Table 4. The only Industrial schools which appear in that table are the four lower class schools. All higher class institutions, with the exception of the School of Art and a school of engineering, are there returned at "other schools."

According to the classification in the Report, the number of higher class institutions teaching more than one group of subjects has risen during the last five years from 13 to 15, while the total number of students in them has apparently fallen from 2,140 to 1,948. But this decrease is due to the correction of an error in the returns for the earlier period. The most important is the Government School of Art at Madras, where the students have increased from 618 to 633. Next come the technical Institute at Madura, with 262 students learning drawing, engineering, agriculture, and wood-work; the Anjuman-i-Mufid-i-Ahl-i-Islam at Madras, with 208 students, learning engineering, drawing, and textile industries; and the Albert Victoria Technical Institute at Trichinopoly, with 168 students, learning engineering, physical science, commerce, and drawing. Of the total number of institutions, one is maintained by the Department and two by Local Boards; the remainder are all Aided from Provincial Revenues, and 9 out of 12 are under the management of Missionaries. Drawing, which is the foundation of technical education, was taught in 12 of the schools to a total of 1,337 students. Engineering comes next in popularity, being taught in 13 schools to 835 students; then follow commerce (seven schools with 300), textile industries (six schools with 246), and wood-work and metal-work (six schools with 228). Most of the institutions have come into existence quite recently, and are already showing signs of success. Specialists are from time to time deputed to inspect them and report on their work. "As they gain in experience, and are provided

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with a better qualified staff, they may be expected to improve in efficiency and to attract a larger number and a better class of students."

The number of higher class institutions teaching only one group or only a single subject has fallen from 18 to 17, by the transfer of one institution to the other class, while the total number of students in them has fallen from 1,147 to 1,142. In 1896-97 they consisted of four schools of music with 315 students, four schools of art with 277 students, one school of engineering with 164 students, three schools of commerce with 153 students, two schools of printing with 182 students, and two schools of textile industries with 51 students. According to management, five are maintained by the Department and one by a District Board, the remainder are all Aided from Provincial Revenues, and 10 out of 11 are under the management of Missionaries. The exception is the School of Music at Madras, which is attended by 82 European and five Native Christian female students.

It appears that the "results grant" system has not tended to foster the growth of Technical institutions. At a Conference held in March, 1897, the opinion was expressed that the lower class schools should be aided on the "fixed grant" system, the higher class schools continuing to receive aid on the "salary grant" system. The heads of schools are required to keep a correct and complete history of all past students. The returns for 1896-97 show that 186 former students obtained employment during the year. At 17 of the schools, articles were manufactured to the total value of Rs. 49,381, at a cost of Rs. 23,819 for materials; and Rs. 44,186 was actually realised from sales. "In the case of some of the Industrial institutions it has been found necessary to obtain as much income as possible from the sale of manufactures, in order to maintain them in an efficient condition; but the Department is constantly pressing on managers the inexpediency of subordinating the educational interests of the pupils to the commercial interests of the management."

During the last four years the total expenditure on Technical institutions has fallen from Rs. 1,86,366 to Rs. 1,75,679, or by 6 per cent. The decrease is almost entirely under the head of Provincial Revenues, which now contribute 41 per cent of the total cost, compared with 47 per cent. Fees have increased from Rs. 18,526 to Rs. 19,051; and "other sources" (chiefly Missionary contributions and voluntary subscriptions) from Rs. 74,359 to Rs. 79,304. Opportunity was taken of the recent revision of the Government scholarship notification to

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provide for an increased number of scholarships in Technical institutions. The total number is now 180, ranging in value from Rs. 10 to Re. 1, and they are awarded on the results of the examinations. In addition, the Grant-in-aid Code provides for the payment to managers of monthly scholarship grants of Rs. 9 and Rs. 6, on behalf of students who have passed one grade of the examination in the first class and are desirous of continuing their studies in a higher grade. The total expenditure on scholarships in 1896-97 amounted to Rs. 19,843, of which Rs. 13,018 was borne by Provincial Revenues.

The Director thus sums up the results of the work done towards the extension of Technical education in Madras:—

> "The extension of Technical education on practical lines, and with due regard to the funds at the disposal of the sanctioning authorities, continued to receive earnest attention from the Department. The Presidency College has been affiliated to the University in all branches of the Science Division; and chemical, physical, and biological laboratories are being provided at a considerable cost. A School of Commerce was established by Government at Calicut in 1895, and it has been making satisfactory progress. The Revenue and Criminal Judicial Tests have been thrown open to candidates who have gained diplomas or group-certificates in agriculture or commerce. Sanction has also been given for the training of four apprentices annually in the workshops attached to the College of Engineering, with a view to their being employed, on the completion of a three years' course, as teachers of Manual Training classes, or of carpentry, blacksmith's or fitter's work in Industrial schools. Proposals for the reorganisation of the School of Art were under the consideration of Government at the close of the period. The Local Boards and Municipalities in the Ceded Districts have been invited to take steps for the establishment of a Technical School for the benefit of those Districts, and it is hoped that such a school will be established after the present distress is over ... Grants have been provided for industrial exhibitions; and the scale of grants for drawing, Kindergarten work and object lessons, and elementary science has been raised, with a view to induce managers and masters to devote greater attention to the instruction of their pupils in other than literary subjects. A list has been

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prepared of the chief industries pursued in each District, and the schools in which instruction in technical subjects is imparted. It will be the aim of the Department and its officers to see that schools are ultimately established in every District of the Presidency, to afford facilities for improved scientific instruction in the industries followed, and to secure the co-operation of Municipalities and local bodies in view to the successful working of such schools."

Technical Institutions in Bombay

The three great Technical institutions of the Province are the College of Science at Poona, the Sir Jamsetji Jijibhai School of Art in Bombay city, and the Victoria Jubilee Technical Institute also in Bombay city. These provide elaborate instruction in engineering, forestry, and agriculture; in drawing, sculpture, painting, and decorative art; and in the special technical knowledge which is required for application to the most highly developed industries. Their influence is wide-spread. The Public Works Department is recruited from the College of Science, and its alumni are largely employed under Municipal and District Boards. The School of Art organises the teaching of drawing throughout all Western India, and provides in Bombay city for the further development of artistic faculties in ateliers and art workshops. The Victoria Jubilee Technical Institute supplies trained mechanical engineers to the cotton mills and cotton gins which are springing up all over the country, and in which the use of elaborate machinery is essential. In the last year, the plague played havoc with the attendance at these three institutions. But it may be stated that, during the period under review, the Victoria Jubilee Technical Institute has developed steadily, and is extending its influence and sphere of utility; and that the recent recognition by Government of the diploma in agriculture as equal to a University degree will tend to refill the empty agricultural classes in the College of Science. An Engineering School is attached to the Sind Arts College at Karachi, which provides for the requirements of the Public Works Department in the matter of overseers and sub-overseers. The curriculum of this class has recently been re-arranged, and the staff strengthened.

The College of Science at Poona had a total attendance of 245 students in 1896-97, compared with 225 in the previous year. There are in all five departments, three of which teach up to a University degree,

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In the engineering department, the number of students rose from 57 to 73. Of these, 57 appeared for the University examinations, of whom 43 passed. The University now conducts three examinations in engineering, as the First, Second, and Licentiate. During the last five years, 80 candidates from the college have passed for the F.C.E., 78 for the S.C.E., and 60 for the L.C.E. This seems to show that most of the students pass through the full course, which lasts for three years. In the Science department proper, which teaches for the degree of B.Sc., the number of candidates rose from 1 to 2. During the last five years, 15 candidates from the college passed for the First B.Sc., and 7 at the final examination for the degree. The agricultural department, which had 5 students in 1895-96, entirely ceased to exist in the following year; but it is hoped that it will reappear, now that the University has consented to the proposals made by Government for the recognition of the diploma. During the last five years, 19 candidates from the college gained the diploma; while 18 passed at the First examination in agriculture, and 15 at the Second examination, which are likewise conducted by the University. The other two departments are the forest and the mechanical, for both of which the examinations are conducted by the staff of the college. The number of students in the forest department rose from 17 to 37, partly owing to the opening of a new class for foresters, selected from among workshop apprentices. In the forest class proper, admission is now open to all who have passed the Matriculation or the School Final with mathematics as their optional subject. Scholarships are awarded on the result of a competitive entrance examination. In 1896-97, all the 7 candidates passed from the certificate of Ranger. The mechanical department consists of a lower class of workshop apprentices (109 in number), who are trained to be fitters and turners, moulders, and carpenters; and a higher class of sub-overseers (24 in number), who are trained for service in the Public Works Department. The fee receipts at the college increased from Rs. 6,935 to Rs. 7,813; the expenditure on scholarships in 1896-97 was Rs. 4,847. The total expenditure is nowhere shown.

The Sir Jamsetji Jijibhai School of Art at Bombay suffered severely in 1896-97 from the effects of the plague. As compared with the previous year, the number of students fell from 298 to 228, the number of candidates for examination from 156 to 53, and the number of certificates granted from 72 to 13. The students were thus distributed among the five classes; drawing, 201; teachers, 16; architectural

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drawing, 25; painting atelier, 39; sculpture atelier, 12. Little work was done in modelling, &c., owing to the depletion of the school; and several prizes remained unawarded for the same reason. The fee receipts fell from Rs. 5,285 to Rs. 4,075. At the Reay Art Workshops in connexion with the school, the number of apprentices was 144, of whom 53 were in receipt of stipends. They were thus distributed among the seven branches: enamelling, 6; gold and silver work, 38; carpet-weaving, 15; wood-carving, 42; copper and brass work, 17; iron work, 15; pottery, 11. With the exception of the carpet-weaving and pottery, the workshops practically closed after the middle of December, both teachers and students being absent on account of the plague. During the preceding months, some articles both useful and ornamental were produced. The total expenditure amounted to Rs. 13,021, while Rs. 4,290 was received from the proceeds of sales. A considerable number of articles were sent to England, for exhibition at the Crystal Palace. The staff of the Art School conduct examinations in drawing of the pupils in schools for general education and elsewhere. The total number of pupils returned as learning drawing was 13,110, compared with 15,350 in the previous year. The number of candidates examined in the first grade fell from 2,056 to 1,704, and the number of certificates granted from 505 to 494, though the number of prizes awarded rose from 21 to 27. But these figures include extra-provincial candidates, who are attracted in large numbers from the Central Provinces and Berar, and also from the Nizam's Dominions and the Native States of Western and Central India. The effect of the plague may be judged from the drop in passes in the Central Division of Bombay from 191 to 92, and in Sind from 19 to 5. It is remarked that the most satisfactory figures are those for the Central Provinces. At the examination for first-grade certificates, the High school at Ratnagiri heads the list, while the School of Industry at Ratnagiri, the Mission High school at Dharwar, the High school at Satara, the Kala Bhawan at Baroda, and the Mission High school at Ahmednagar all show good results. At the second-grade examination, only 43 candidates passed out of 358, the Kala Bhawan at Baroda being exceptional in its success. This is attributed to the inability of the students to understand simple working-drawings, which were this year substituted for the written descriptions to which they had been accustomed. At the third-grade examination 17 candidates appeared, of whom only one passed. Four candidates appeared for the architectural drawing examination, and

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three for the teachers' examination, but none passed.

The Victoria Jubilee Technical Institute at Bombay also suffered severely from the plague, and the average attendance largely declined. At the end of the year, the number of day students on the rolls was 164, of whom 7 were Europeans and Eurasians, 27 Portuguese and Native Christians, 5 Jews, 37 Parsis, 3 Muhammadans, 48 Brahmans, and 37 Hindus of other castes. In addition, 55 students attended the evening classes, of whom no less than 40 were Europeans and Eurasians. These evening students are employed by day in the dockyards, railway workshops, mills, iron-works, and presses of Bombay. A new branch of instruction has been opened in the Sir Dinsha Manockji Petit School for sheet metal working and enamelling, and a special class for practical locomotive engineering is about to be established. The Honorary Secretary, Mr. N.N. Wadia, has obtained from the City and Guilds of London Institute authority to hold annual examinations in 66 subjects, which is a valuable concession, as the qualifications of the students will obtain recognition under the same rules and tests as are in force in England. The library of the Institute is open daily at stated hours for subscribers. It contains about 1,000 volumes, and 187 volumes were presented during the year, while many technological journals and other periodicals relating to art, science, trade, and manufacture are supplied gratis by their publishers, thus making the library the most useful of its kind in Bombay. The returns by former students who have supplied particulars of their employment show that 68 in mechanical engineering are now earning monthly salaries of from Rs. 250 to Rs. 20, and 17 in cotton manufactures from Rs. 300 to Rs. 30. In addition, many report that they have set up in business for themselves.

The Veterinary College at Bombay has steadily progressed. Though the work of the last year was interfered with by the plague, of which two students died, the number on the rolls was 69, of whom 42 paid fees, 14 came from Native States, 11 were free Government, and 2 Free Municipal students. Three students who had been to England, returned as qualified members of the Royal College of Veterinary Surgeons. The influence of the college has spread widely; and students come to it not only from Western and Central India, but from Mysore, Cochin, and Ceylon. They find employment over an even wider area. "Out of the nine men who graduated this year, eight have obtained employment—one as instructor of shoeing at the college; two as veterinary inspectors under the Glanders and Farcy Act in Bombay, at a

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salary of Rs. 50, rising to Rs. 100, with travelling allowances; one as veterinary officer at Mozambique under the Portuguese Government, at a salary of Rs. 300; one under the Ceylon Government, at a salary of Rs. 150; one under the District Board of Ratnagiri, at a salary of Rs. 75, rising to Rs. 125; one under the District Board of Belgaum, at a salary of Rs. 75; one under the Native State of Bagasra in Kathiawar, at a salary of Rs. 60; while one has gone into private practice. Messrs. G. and F. D'Silva, graduates of last year, have established themselves at Meerut, and are understood to be doing well. Besides this, two more openings have been made for graduates of the college, and have been filled up by senior men—one under the Portuguese Government in India and one under the State of Travancore—at salaries of Rs. 150 rising to Rs. 250. The four appointments in Bombay city under the Glanders and Farcy Act were also filled up. Demands for graduates have been received from Central India, Rajputana, and British East Africa." After this, it is not surprising to learn that, though the Military Department has often asked for the services of graduates, the salaries offered were such as could not be accepted, being only Rs. 20 to Rs. 30 a month.

The only special school for agriculture is that at Hyderabad, where the Tapadars or village officers of Sind are trained. Quarters have been built for 60 students, and the teaching staff are also resident. Thirty students are admitted annually, and go through a two years' course of instruction in agriculture, village accounts, and surveying. The examination results are excellent, and the school promises to be very useful. The number of agricultural classes in connexion with Secondary education is now small, the development of agricultural knowledge being gradually left to those who desire to pass through the special course at the College of Science for the diploma. In 1896-97, agriculture was taught at only four High schools; and at the examination conducted by the College of Science, 8 boys in the first year passed from Sholapur, 6 from Ahmednagar, one from Nasik, and 5 from the Rajaram High school in the Native State of Kolhapur. In Primary schools, agriculture is taught through the Readers, and Government has accepted the proposal of the Agricultural Conference to add a special teacher in agriculture to every Training college. The Department of Agriculture is now preparing a set of special lessons suitable for Primary schools.

According to General Table 4, the number of Industrial schools

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has fallen in four years from 17 to 16, and the number of pupils in them from 1,286 to 1,223. But the Director, who evidently takes a personal interest in the subject, writes that—

> "A great deal has been done to systematise the teaching in many of the schools. We now have in Dr. Thomson, of the College of Science at Poona, an expert who visits the various Industrial schools from time to time, and who is gradually organising the instruction given upon the lines laid down in America and England. One of Dr. Thomson's main principles is to insist upon the careful study of drawing and its application to handicraft; and in the Poona Victoria Jubilees School we have a model school which is under his especial care as chairman of the Municipal School Board. The effort of the Department is to proceed on the lines laid down for this school, which are not yet followed even in long-established schools like that at Ratnagiri [which is too much of a workshop]. It is not hard with money available to establish an Industrial school, by which is meant a school in which children learn to make things, as well as to read and write. Thus the Sind schools have earned a high reputation, and perhaps deservedly; for Sind is a country where skilled labour is very deficient, and where it is often difficult to obtain the services of a decent carpenter or smith. But the technical instruction which has been given in the Sind schools is roughly this: that a clever artisan from the Punjab has taught boys what they could not learn from less skilled Sindhi workmen. The schools are popular, because the boys draw scholarships and earn wages; but the instruction has not been systematic, and as a rule drawing has formed no part of it. Many of the small classes attached to Municipal schools in Hyderabad are of no value educationally, for the boys only learn what they could learn in the *bazar*. On the other hand, the Victoria Jubilee School at Sukkur has been started on proper lines, and under the guidance of an enthusiastic graduate from the central institution at Bombay, who unfortunately died of plague. The school has been seen by Dr. Thomson, who was satisfied with it; and it will in time become, it is hoped, a central school for Upper Sind, from which teachers for the smaller schools can be recruited. The Fardunji Parekh School of Art and Industry at Surat is also now working on correct lines, while the Ahmednagar and

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Sirur schools are under skilful direction. And it may be said generally of the Bombay system that, if at present its development has been slow and its results small, it is at all events proceeding on correct lines, and that waste of funds has been avoided, while the interest and attention of the public has gradually been evoked."

Of the 16 Industrial schools, four are in Native States. The total expenditure in 1896-97 amounted to Rs. 2,02,449, of which Rs. 1,08,203, or more than one-half, was derived from "other sources." Finally, it may be mentioned here that technical classes are attached to two Training colleges, at Dharwar and Hyderabad, both of which do useful work, and are associating future village schoolmasters with manual labour.

Technical Institutions in Bengal

The Engineering College at Sibpur, which is affiliated to the University of Calcutta, now consists of three departments: the engineer department, preparing students for the University examinations; the apprentice department, for training foremen mechanics, overseers, and sub-overseers; and the artisan department, which was reopened in 1893. In the engineer department, the ordinary course, which is both theoretical and practical, lasts for four years, after which the students have to undergo a further year's practical training, in order to obtain college certificates. In 1893, the University reduced the course by one year in favour of B.A.'s on the science side, who are admitted direct to the second-year class. In 1894, the number of admissions was restricted to 40, and it was decided by the college authorities that the minimum qualification should be the F.A. As this is also the qualification of the University for the degree of B.E. (Bachelor in Engineering), the result will be that the L.E. (License in Engineering), open to those who have passed the Matriculation, will indirectly be abolished. Previous to 1893, an examination was held by the college authorities for admission to the apprentice department. But so numerous were the candidates, that the number of admissions had to be restricted to 60 a year, the college examination was abandoned, and the standard was fixed at the University Matriculation or the public examination in Standard VII of the European Code. The full course of instruction for apprentices also lasts for five years. Those who leave at the end of a three and a half

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years' course are entitled to the certificate of third-grade overseer, while those who work for one and a half years more in the workshops obtain, according to proficiency, certificates of sub-engineer and foreman mechanic or upper subordinate and foreman mechanic.

The workshops, in which practical instruction is given, were formerly under the Public Works Department; but in 1894 they were placed under the exclusive control of the Principal—a much needed reform, which was carried out after a protracted correspondence, and at a cost of Rs. 5,000 for the necessary changes. A class for photography was added to the college in 1893, a mining laboratory in 1895, and a full practical course in electrical engineering in 1896, the sum of Rs. 80,000 having been sanctioned for a complete electrical installation. To meet the annual expense of electric lighting, sanction was accorded to levy R. 1 upon each student for ten months of the year, together with a charge on the messes and on the residential quarters of the professors. Large amounts have also been spent from time to time to provide increased accommodation—Rs. 11,000 in 1893 for a hospital building, Rs. 12,000 in 1896 for laboratories, and Rs. 10,000 in 1897 for a blacksmith's shop. The number of appointments guaranteed by Government to the students has recently been reduced to one a year in each department. But the Principal states that the appointment for apprentices is not sufficiently good to induce the best European students to accept it, as they can get a higher salary under private firms. In addition, graduates of the engineering department are employed as District engineers, after five years' practical experience. In 1893, the Principal was authorised to inspect the Technical schools in the Mufassal, in order to bring the course of instruction followed in them into some uniform system, so as to prepare them gradually for affiliation to the apprentice department of the college.

The tuition fee in the engineer department is Rs. 8 a month, nothing being charged after the theoretical course is over. The messing fees are Rs. 20 for Europeans and Eurasians, and Rs. 7 for Indians, with an addition of Rs. 2 for rent in each case. Residence in the college is compulsory on apprentices. The charges are—for Europeans up to 25 in number, Rs. 5 a month, with 5 free students; for Indians, up to 40, Rs. 2 a month. Apprentices in excess of these numbers pay the same messing fees as engineer students. Ten junior scholarships, ranging in value from Rs. 10 to Rs. 20 a month, and all tenable for two years, are given annually to students entering the engineering class, provided that

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they do not already hold Government scholarships. Two Forbes scholarships of Rs. 10, tenable for one year, together with exemption from fees, are awarded on the result of the First Examination in Engineering at the University. In addition, eight graduate scholarships of Rs. 50 are awarded on the result of the University examination for the degree, two of which are reserved for students who undertake to follow mining as a profession. In the apprentice department there are ten stipends of Rs. 10, and ten of Rs. 5, awarded to successful students at the final examination, to enable them to undergo a further training in the workshops; and scholarships are given by various local bodies to apprentices from affiliated Technical institutions in the Mufassal.

During the last five years, the total strength of the college has increased from 244 to 310, the number of engineer students having risen from 87 to 98, and the number of apprentices from 157 to 205. The expenditure has increased from Rs. 92,801 to Rs. 109,226, the proportion borne by Provincial Revenues having fallen slightly—from 90 to 88 per cent of the total. In 1896-97, the average cost of each student to Government was Rs. 303. The total number of students from the college who have passed the University examinations during the five years is 34, of whom 12 obtained the license and 22 the degree of Bachelor in Engineering. Regarding the large proportion of failures year after year at these examinations, the Principal observed in 1896: "It is no uncommon thing to find in a paper of (say) ten questions, one or two that would take up the full time of the candidates to answer thoroughly. This state of affairs must continue as long as the University fails to engage the services of examiners in engineering subjects who have had previous training in the art of examination." The results of the college examinations are generally satisfactory, and certificates are sometimes granted to students who fail at the University, but have completed their course of instruction. The college authorities themselves examine the apprentice department, and issue final certificates, of which more than 100 were granted during the five years. They also conduct an examination for the fourth-grade accountantship in the Public Works Department.

The only other Technical institution in Bengal of the first rank is the Government School of Art at Calcutta, in which the course of instruction was thoroughly reorganised in 1896. The defects of the former system are thus described by the superintendent: "The study of design, the foundation of all art, was entirely ignored; and throughout

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the general drawing and painting classes the worst traditions of the English provincial art schools of forty years ago were followed. There were no general classes for practical geometry, mechanical drawing, or perspective. Oriental art was more or less ignored, thus taking the Indian art students in a wrong direction. There was, besides, no general examination system for the issue of certificates to deserving students." The course of instruction is now divided into two parts. The first affords a systematic course for general draftsmen, elementary drawing-masters, industrial art workmen, and designers. In addition to free-hand drawing and modelling, it includes perspective drawing, architectural drawing, elementary painting, advanced design wood-engraving, and lithography. The second part is intended for painters of various classes and sculptors, who will be brought much more quickly to the direct study of nature and the human figure. Success at the examinations of the School will be the sole condition for the issue of certificates of proficiency, and in the first part Oriental art will be the basis of all instruction given. Students are admitted at first as probationers for six months; and if, at the end of that period, they are found not to possess sufficient aptitude to ensure success in art as a profession, their removal is requested. The general fee rate is Rs. 3 a month in the first division, with a reduction for the sons of artisans, and a limited number of free studentships. Scholarships of the total monthly value of Rs. 75 are awarded on the results of the annual examination. In the second division the general fee rate is Rs. 5 a month, and neither free studentships nor scholarships are given, except in very special cases. The School was removed to its present house at Chowringhee in 1893, when also a photographic class was added to it. The site and construction of the new building cost about three lakhs of rupees.

During the last five years, the total number of students has increased from 181 to 261; while the total expenditure has decreased from Rs. 31,507 to Rs. 29,171, the share borne by Provincial Revenues having fallen from 87 to 78 per cent, and the cost to Government of each student from Rs. 151 to Rs. 88. In 1896-97, out of 99 candidates at the final examination, 58 were successful. Examinations were also held in the following eight subjects:—Free-hand drawing, 77 passes out of 173 candidates; model drawing, 60 out of 117; drawing foliage from nature, 40 out of 83; light and shade study, 25 out of 93; orthographic projection, 18 out of 37; projection of shadows, 19 out of 29; measurement drawing, 26 out of 32; and geometry, 23 out of 61.

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In 1896-97, the students of the lithographic class were engaged in preparing a set of free-hand examples of oriental type for Indian art schools and classes ordered by the Government of India. The wood-engraving class executed diagrams for the Superintendent of the Indian Museum, and illustrations for various publications ordered by the Director of Land Records and Agriculture in Bengal. The superintendent reports that, in these two classes, the natural Indian talent for patient and minute work finds scope, and that some of the most useful and creditable work done by the School has been in the illustration of scientific publications issued by the different Government Departments. Passed students of the school readily find employment in various capacities. Last year, 12 students were employed as drawing-masters at salaries ranging from Rs. 25 to Rs. 45, and 16 students as draftsmen on Rs. 20 to Rs. 40 a month. One student of the photographic class was employed by a private firm on Rs. 70. Arrangements were made in 1892 with the office of the Survey of India for a number of specially trained students to be admitted annually as probationers in the drawing office, the pay commencing at Rs. 20 and rising gradually to Rs. 120.

Attached to the School of Arts is the Government Art Gallery, which is now being rearranged, so as to make it, as far as possible, illustrative of the historical development of art, from its beginning in pure ornament to its highest finish in what is called Fine Art. It will be divided into three parts: the first will illustrate oriental applied art, or art in its relation to industry; the second will be devoted to oriental architecture and oriental decoration; and the third or Fine Art section will show the highest development of pictorial and plastic art. Several very fine specimens of old *bidri* ware, Burmese silver work, Persian silk embroidery, an important volume of reproductions of the finest oriental carpets published by the Austrian Government, a model to scale of the interior of Wazir Khan's Mosque, and some good paintings by Persian and Indian artists of the Mogul period, were added to the Gallery last year. The Government grants is Rs. 10,000, of which Rs. 8,374 was spent; and the balance has been regranted to meet the cost of purchasing Mr. Griffith's forthcoming book on the decoration of the Ajanta caves and some other works of artistic importance.

Three Survey schools are maintained by the Department—at Dacca, Patna, and Cuttack; and there is also a small Unaided school at Mayurbhanj, in the Tributary Mahals of Orissa, for the instruction of

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amins in surveying, plotting, and mensuration. In 1892, the utility of the Government schools was called in question. It was charged against them that they failed to supply surveyors for the work of the Survey Department. On an inquiry, it was found that these schools taught to a much higher standard than was required by that Department, which only offered a rate of pay corresponding to its requirements; but that in other Departments and in private service the past students of the schools found abundant employment at remunerative rates. The following proposals were accordingly made in 1895: (1) That fee-rates should be increased, so as to make the schools as far as possible self-supporting; (2) that a certain amount of knowledge of English should be required from the students—less at Patna and Cuttack than at Dacca; (3) that the course of the first year should be so arranged that students passing through it should be qualified for Government service as *amins*, the salary attached to these posts being lower than students would expect who had passed through the full two years' course; (4) that the course should be extended by the addition of some manual work in wood and iron; (5) that the schools should be more closely connected with the public offices, so that untrained men might no longer be employed by officers ignorant of the fact that the Survey schools turned out trained men in abundance; (6) that a cadastral survey, similar to that undertaken at Dacca, should be carried out by the students of the other schools, so as to produce a series of maps of permanent value. Most of these proposals have been carried out. During the last five years, the total number of students at these three Survey schools has risen from 417 to 591. The total number who obtained final certificates was 685, being 374 from Dacca, 223 from Patna, and 88 from Cuttack. In 1896-97, the total expenditure was Rs. 27,407, of which Rs. 17,282 was borne by Provincial Revenues. The average cost of each student to Government ranged from Rs. 40 at Cuttack to Rs. 18 at Dacca.

The Survey school at Patna was enlarged and reorganised last year, under the following circumstances. There was a fund at Patna known as the Prince of Wales's Fund, amounting to Rs. 2,50,411, of which Rs. 2,39,900 had been invested and the balance deposited in a bank. In 1892 this balance was placed at the disposal of a committee at Patna, for starting an Industrial school for Bihar. The institution went on gaining in strength, until it had 58 pupils in 1896, when it was decided to amalgamate it with the Survey school, under the title of the Bihar School of Engineering, and to vest the management in the

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Department. Accordingly, the institution is now composed of two divisions: the theoretical under a headmaster, and the workshop or practical division under a superintendent. The whole is supervised by the Principal of the Government Arts College at Patna. The appropriation of Rs. 1,83,000 from the endowment fund has been sanctioned for the acquisition of land, the construction of a building and workshop, and the purchase of machinery. The school, as reorganised, contains three classes or yearly courses for engineer students, from whom some knowledge of English is demanded, and a lower class for *amins*. The course of study in the first year consists of mathematics, surveying and levelling, drawing, and workshop practice. The same subjects are taught in the two following years also, with the addition of trigonometry and dynamics. In the second year, instruction is given about estimating, building construction, and building materials; and in the third year, about foundations, arching, and earthwork. The *amin* class is not required to attend the workshop; and the course of instruction is confined to arithmetic, geometry and mensuration, drawing, and surveying. A large number of students joined in the first year after the re-organisation, and the results of the examinations at the end of the year were very satisfactory; but it is too soon to pass judgment on the ultimate success of the institution.

In a Resolution on Mr. Collin's Industrial Survey of Bengal in 1889, the Government promised to encourage the establishment, by District Boards and through other agencies, of local schools of technical education, wherever an effective demand for them might arise. But it was added that, "It is to the maintenance of the Calcutta School of Art and the Sibpur Engineering College on the highest possible scale of efficiency, and to their future development on various, if as yet unforeseen, lines, that the Lieutenant-Governor is chiefly inclined to look for the promotion of technical education." The course of events appears to have justified these words. During the first four years of the quinquennium, Industrial schools went on increasing in number and strength, under the auspices of the various District Boards and private bodies by whom they were started. The maximum was reached in 1895-96, when there were 29 Industrial schools in, the Province, with an attendance of 812 pupils. But in the following year the number of institutions dropped to 23, and the number of pupils to 623. Of the three Government schools of this class returned in 1891-92, that at Ranchi in Chota Nagpur alone continues to exist, with its

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attendance somewhat improved (from 29 to 38). The other two—a blacksmith's shop and a carpentry class, both in the Sonthal Parganas—have been closed, as they were not worth the money that was being spent on them. The number of Board schools has risen from three to six; and the number of Aided schools from six to 14. But five of the latter, which have been started in Chota Nagpur from Primary Fund money, to serve as rudimentary workshops for carpenters and blacksmiths, are of little importance. In 1896-97, the total expenditure on Industrial schools was Rs. 49,175, of which Rs. 6,325 was borne by Provincial Revenues and Rs. 13,229 by Local Funds. The average cost of each pupil to Public Funds was—at Ranchi, Rs. 38; at the Board schools, Rs. 56; and at the Aided schools, Rs. 23.

Some information is given about the Government Industrial schools at Ranchi. Of the 38 pupils, 32 are Uraons, five Christian aborigines, and one a Muhammadan. All receive stipends, ranging from Rs. 3 to R. 1 a month according to the quality of the work done by them. They learn carpentry, blacksmith's work, cane-work, carriage-building and painting, besides a little reading, elementary arithmetic, writing, and free-hand drawing. The sum of Rs. 582 was received during the year from the sale proceeds of manufactured articles. Three pupils were sent to the Engineering College at Sibpur, for further training in practical subjects. On their return, they were offered teacherships in Primary Fund Industrial schools in the District; but they declined to accept the appointments, and it was decided to send no more pupils to Sibpur. A proposal to attach scholarships to the school was held in abeyance, owing to the difficulty of teaching practical geometry and mensuration through Hindi.

In 1893, the question arose how to utilise the Industrial schools, as they came into existence throughout the Province. It was decided that the Sibpur College, with its various departments, was obviously the central institution to which the Mufassal schools should send their best pupils for final training, and from which they should receive their supply of teachers. The Principal of the college was authorised to visit these schools, with a view to bringing their course of instruction into some uniform system, so as to prepare them gradually for affiliation. As the result of his inspection, the Principal pointed out, in 1894-95, that the Industrial schools were in some Districts hampered by the variety in the views of those responsible for them, and by the experimental proposals occasionally put forward by non-professional

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advisers. He considered it essential that, at least in the early stages of instruction, a uniform course should be followed in all of them. He found that throughout the Province there was a general desire to add surveying to the course, though the Sibpur College and the Survey schools were quite capable of turning out as many surveyors as were needed in Bengal. He, therefore, gave it as his opinion that no surveying should be taught in these schools in the Primary stage, in which the course should be strictly confined to work in wood and iron. Otherwise, he feared that increased difficulty would be found in overcoming the traditional repugnance to manual labour, which meets us at every turn among certain classes in India. The affiliation of industrial schools to the Sibpur College was sanctioned in 1895. The rules provide that they shall be subject to periodical inspection by the Principal; that pupils shall be admitted, under certain conditions, to the annual examinations of the college, and, if successful thereat, to the second or third year class of the apprentice department; and that the schools shall be entitled to obtain machinery from the college workshops at cost price. A number of the institutions gladly availed themselves of these rules, the most important being the Bihar School of Engineering, and the Industrial schools at Rangpur, Pabna, Comilla, Mymensingh, and Burdwan.

Technical Institutions in the North-West Provinces and Oudh

The Department of Public Instruction in the North-West now has under its control three Technical institutions of the first rank, compared with none five years ago. The Thomason Civil Engineering College at Rurki, the oldest institution of the kind in India, was transferred from the Public Works Department in 1895; the Industrial School at Lucknow was opened in November 1892; and the Agricultural School at Cawnpore in 1894. In the two latter, the course of instruction is in the experimental stage; and at Rurki a revision of all the classes took place, which did not come into operation until after the close of the period under review.

In 1896-97, the total number of students in residence at the Rurki College was 179, of whom 56 were Europeans. Nearly one-half of the total come from the North-West Provinces and Oudh. In the engineering class, there were 18 first-year and 15 second-year students. Under the revised scheme, the course of instruction will last for three years. In the upper subordinate class there were 24 first-year, 22

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second-year students, and 15 apprentices (not in residence). In the lower subordinate class there were 24 first-year and 42 second-year students. In the mechanical apprentice class (opened during the year) nine students in the industrial class (also opened during the year) seven students; and in the military survey class, 18 students. According to General Table 3, the total number of students was 206, of whom 73 were Europeans, 106 Hindus, and 27 Muhammadans. The total expenditure was Rs. 1,21,785, of which Rs. 1,17,890 was borne by Provincial Revenues, fees contributing only Rs. 2,888. The average cost to Government of each student was thus Rs. 572. No information is given in the Report about the engineer students, or the examinations conducted in the college. It has already been remarked that the college is not affiliated to the University of Allahabad. The mechanical apprentice class was started in November 1896, all the students having been selected from the Industrial School at Lucknow. They are given a training in theory and drawing at the college, and in practical work at the canal foundry. The first batch of students do not seem likely to be able to work up to the standard of theoretical knowledge required for foremen mechanics, and it will probably be necessary to introduce an entrance test. Three industrial classes have recently been opened—in printing, photo-mechanical work, and carving. These classes are intended to afford an opening for the most promising pupils in the Industrial schools of the Province; but great care has to be exercised in making selections, so that the students may be capable of profiting from the instruction given. The second-year students of all classes were trained in ferrotype, and 15 men in photography. A special class of non-commissioned officers and men was held during the year for the practical instruction of surveyors to be employed on the Mombassa-Uganda Railway in British East Africa.

The chief aim of the Industrial School at Lucknow, as originally constituted towards the end of 1892, was to train boys to be efficient railway artisans; but its scope has since been considerably widened, and is still under revision. At first, it was conducted on the lines of the Lahore Railway School, which prepares boys for the English Middle examination; but orders curtailing the literary and in particular the English education were enforced from November 1893, with the result that some boys left, and many who would have joined did not do so. Under the new rules, three-fourths of the school hours will be given to manual work. Again, admission was at first restricted to the sons of

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railway and other artisans; but in December 1893, the school was thrown open to the general public, on the payment of a small fee, and the number of free schools was limited to 100 artisans and 20 poor Europeans. Furthermore, from July 1895, it was decided to grant stipends to deserving boys, in order to induce them to stay long enough to complete the full course. As a result of these measures, the total number of pupils has steadily risen during the last three years from 106 to 179; and the increase would have been still larger, had not 12 boys been drafted off to Rurki. The number of artisans proper has fallen from 101 to 41; but it is interesting to find that Muhammadans have increased from 32 to 48 per cent of the total. In 1896-97, the total expenditure was Rs. 8,017, of which Rs. 617 was devoted to stipends. The amount borne by Provincial Revenues was Rs. 7,240, the average cost to Government of each pupil in daily attendance being Rs. 48. Fees have risen in three years from Rs. 48 to Rs. 593. Besides a small amount of literary instruction, all the pupils are taught drawing—free hand, geometrical, model, and scale. Manual training is given in three workshops, for carpentry, smith's work, and glass-blowing. The carpenter's shop is supplied with two lathes, a joiner's cramp, and a fret-sawing machine. The eyes and hands of the boys are first trained by means of carving, after which they go on to joinery. The smith's shop has two punching and shearing machines, an excellent metal-turning and screw-cutting lathe, a set of stocks, taps, and dies, and a drilling machine. The course of instruction extends from elementary chipping and filing to lack and tool-making, brass-casting, &c. The glass-blowing shop, which is not well supplied, teaches boys first to melt glass, and then to blow and make articles from bulbs to funnels, chimneys, water jugs, candelabra, &c. A new building for the school has been sanctioned, but the need of a boarding-house is great. The majority of the past pupils are now employed in railway work-shops, and a few as drawing-masters. The headmaster reports that he only knows of a single case in which a boy has taken other employment than that of an artisan or draftsman.

The Agricultural School at Cawnpore was started in 1894, with the object of giving a practical training to candidates for appointments in the Revenue Department, such as that of *kanungo*, to persons wishing to qualify as agricultural teachers, and to the sons of land-owners. For the two former classes it is proposed to fix the standard of admission at the Matriculation or School Final examination. In

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1896-97, the number of students was 30, of whom 9 held stipends, including one from the State of Jodhpur in Rajputana. The boarding-house has proper accommodation for 18. No fees are charged for tuition, and only four annas a month at the boarding-house. The expenditure was Rs. 4,820, of which one-half is borne by the Patwari Fund (a local cess on land) and the other half by Provincial Revenues. The average cost of each student in daily attendance was Rs. 170. The staff consists of a Principal and two assistants, one of whom has been for ten years superintendent of the experimental farm (now attached to the school), while the other is a Science graduate of Allahabad. The course of instruction includes practical agriculture and surveying, elementary physics, chemistry, and botany. It has not yet been found practicable to introduce drawing and veterinary training, as originally proposed. But there is a riding class, and special attention is given to physical training, gymnastics and football being both compulsory. The Principal reports very favourably of the work and conduct of the students. "The standard of tuition and final examination has become considerably higher. The teaching in agriculture, agricultural chemistry, and botany, is getting more pointed and practical. Steady progress has been made in practical agricultural work, excellence in which is as much a matter of ambition with the students as in book-learning. Each batch of students which has passed out of the school is said to be an advance upon its predecessor in all respects." And again, "the football, lawn tennis, riding, gymnastics, plot-cultivation, and out-door classes in agriculture, surveying, and botany, not only keep the students in good health, but generally well engaged and in good spirits. The progress they make in health and physical endurance by an attendance of a few months at the school is marked, and is well recognised among themselves." At the final examinations in 1896-97, out of 18 candidates, 14 passed in agriculture and surveying, and 16 in physics and chemistry. A list is given of the employment of 33 former students who hold final certificates. No less than 11 of these were employed in connexion with famine relief works, on salaries of Rs. 50 a month. Most of the rest are *kanungos* and a few are in the service of Native States.

There are two or three other Industrial Schools in the North-West, under the charge of Missionaries, but little information is available about them. The Society for the Propagation of the Gospel maintains an Unaided Industrial school at Cawnpore, which is said to be making

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great progress under the zealous and careful management of the Rev. Foss Westcott, and to be a most useful and popular adjunct to the Mission. There is also something in the nature of an Industrial school belonging to the Church Missionary Society at Gorakhpur. The Industrial Orphanage at Cawnpore, belonging to the American Mission, is in no sense an Industrial school, though it seems to be returned under this head in General Table 4, with a strength of 117 pupils. It is really a boarding-house for orphan boys, who are sent during the day to the mills to learn the work of ordinary mill-hands, or to the leather manufactories to learn the making of boots and saddlery.

Technical Institutions in the Punjab

The most important Technical Institution in the Punjab is the Mayo School of Art, at Lahore. The total number of students has risen in five years from 134 to 196, of whom 87 are Hindus and 109 Muhammadans. The art classes are divided into four divisions. The first division contains 88 students, all of whom learn free-hand drawing from flat copies, several of the more advanced plane geometry, and about half also modelling and carpentry. The second division contains 45 students, all of whom learn building drawing from flat copies, model drawing, elementary perspective, plane geometry, and modelling, and about half decorative drawing and carpentry. Such as show aptitude, are encouraged to make original designs. The third division contains 16 students, all of whom learn design, building drawing to scale from originals, building construction, modelling in clay, and casting in plaster, light and shade, advanced perspective, plane and solid geometry, while half learn ornamental drawing, and half carpentry. The fourth division contains 30 students, all of whom learn building construction, modelling in clay, and casting in plaster, while 12 practise applied designs for building decorations, 16 wood-working, (including designs for stone, metals, inlay, &c.), and two glazed pottery making. In addition, there is an engineering class, who are taught elementary building drawing, surveying, levelling, estimating, building materials, construction, printing, and revision of mathematics. This class prepares students for the First Examination in Engineering of the Punjab University. In 1896-97 it sent up seven candidates, all of whom passed, compared with two out of three five years ago. The total expenditure on the School of Art has fallen from Rs. 19,159 to Rs. 17,397, of which Rs. 13,987 is borne by Provincial

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Revenues, the average cost of each student in daily attendance being Rs. 138. The amount devoted to stipends had fallen from Rs. 3,899 to Rs. 3,110. The number of stipends now current is 58, leaving 138 non-stipendary students, compared with 67 five years ago.

The work of the last year was, as usual, highly satisfactory. The Principal reports that the cause of complaint regarding the general ignorance of many of the artisans' sons, who have come to the school for instruction, is being gradually removed, though many of the advanced students attend the Night schools in Lahore for general education. "They realise that without some knowledge of English, those who aspire to Government employment are at a considerable disadvantage, artistic attainments, however practical, counting for little in this connexion." Besides the ordinary class-work, designs were made for the internal plaster decoration of the Sandeman Memorial Hall at Quetta; a somewhat elaborate design was made for a silver and gilt casket, to contain the address of congratulation from Indian Christians to the Queen-Empress on the occasion of Her Diamond Jubilee; two coloured drawings of Wazir Khan's Mosque were supplied to the *Journal of Indian Art* the experiments in silk and cotton dyeing and printing have proved a success, and a large number of curtains for an English firm have been printed from new blocks, specially designed and made for them. During the year, 13 students left the schools, of whom three had had five years' training, and four more than three years. All of these are said to have found employment—as draftsmen, teachers of drawing, sub-overseers in the Public Works Department, etc.—on salaries averaging about Rs. 30 a month. This may be taken as evidence that the school not only exercises an influence, but meets an actual demand for men with the kind of training that it gives.

There is a Government Veterinary College at Lahore. During the last five years the number of students has fallen from 97 to 82, of whom 43 belong to the first year class, and 39 to the second year. The standard for admission is the Middle school certificate; the exemptions are granted to military students, those from Native States, and scholarship-holders nominated by District and Municipal Boards. The Principal complains that, among 13 candidates, who had passed the Matriculation, most were disqualified, as being unused to animals, and afraid of them. The total expenditure has increased in five years from Rs. 31,745 to Rs. 42,227, of which Rs. 3,762 is devoted to stipends and scholarships. The average cost of each student has thus risen from

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Rs. 327 to Rs. 515. The total receipts from all sources in 1896-97 amounted to Rs. 4,330.

According to General Table 4, the number of Industrial schools in the Punjab has increased during five years from three to seven, and the pupils in them from 443 to 749. But this increase is nominal rather than real. Two of the new institutions are schools for girls, opened last year at two towns in the Gujrat District, where the scheme of instruction has not been matured, only needlework being as yet taught. At the most important of these institutions, the Railway School at Lahore, the attendance has fallen from 270 to 183, owing (it is said) to the fact that the training given has not ensured employment in the railway workshops to the degree that was expected. Of the total number of pupils in 1896-97, 114 were Muhammadans, 37 Sikhs, and 32 Hindus; only 12 belonged to the artisan class. These last pay no fees; the fees levied from the rest realised only Rs. 58. There were 32 Lord Lawrence scholarships current at the end of the year. The total expenditure was Rs. 6,884, the average cost of each student having risen from Rs. 24 to Rs. 58. The pupils are examined both on the general knowledge side by the ordinary inspecting staff, and on the technical side by the Principal of the School of Art. Of 19 pupils who have passed the Middle standard examination for Industrial schools, since that test was first instituted in 1894, 15 are reported to have found suitable employment, and several of them earn from Rs. 30 to Rs. 50 a month. At the Industrial school maintained at Amritsar by the Municipal Board, the number of pupils has fallen from 109 to 73, while those attending for technical instruction only have likewise decreased from 46 to 27. The subjects taught include drawing, carpentry, metalwork, engraving, and photography. Of the pupils who left during the year, eight joined the Mayo School of Art, and the remainder are reported to have found suitable employment. At the Municipal Board school at Delhi, the number of pupils has risen from 64 to 98; but the total of passes on the technical side was only 12, geometrical drawing being particularly weak. The remaining two schools are new. Bedi Khem Singh's Industrial school at Rawalpindi, which was started in 1894, has 91 pupils, of whom 16 belong to the artisan class. But technical instruction has not been given its proper place in this institution, notwithstanding the good intentions of its founder. The ordinary course for schools of general education is followed, with optional attendance for drawing, tailoring, and carpentry. The Industrial school at Ludhiana was opened

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by the District Board as recently as September 1896, and had 77 scholars by 31st March 1897. The present subjects are drawing and carpentry, under efficient masters from the Railway Schools at Lahore.

Technical Institutions in the Central Provinces

In the Central Provinces there are only two Technical institutions, both of which are on a small scale—the Engineering School at Jubbulpore, and the Agricultural School at Nagpur. The object of the former is to train candidates for subordinate appointments in the Department of Public Works, and for employment under local bodies, Wards' estates, &c. In 1893 it was removed from Nagpur to Jubbulpore, located in the same building as the Government Arts College, and placed under the supervision of the Principal. The change has resulted in a great improvement in both number and quality of the students. The present standard of admission is the Middle school examination; but it is intended to raise it, if possible, to the Matriculation. The number of students has risen in five years from 11 to 30. The expenditure, entirely borne by Provincial Revenues, has risen from Rs. 2,855 to Rs. 3,010; but the average cost of each student has fallen from Rs. 260 to Rs. 107. In 1896-97, out of ten candidates at the final examination, 9 qualified for the certificate, compared with 5 out of 9 five years ago. The difficulty formerly experienced in obtaining suitable employment for passed students has disappeared since the arrival of Mr. Oliver as Chief Engineer. He takes a warm interest in the school, and annually circulates to the Departments of Public Works in the adjoining Native States, and to the railway Companies, lists of candidates qualified for employment, with the result that they are regularly provided with suitable posts, and the popularity and usefulness of the school has been greatly enhanced.

The Agricultural School at Nagpur is designed to train students for subordinate posts in the Departments of Revenue and Settlement, and the Court of Wards. During the last few years, its condition has not been satisfactory, though no efforts have been spared to popularise it. by the offer of scholarships and otherwise. At a Conference, held at Jubbulpore in March 1896, under the presidency of Sir E. Buck, the whole question of agricultural education in the Central Provinces was discussed, and the following proposals were submitted: (1) that the school should be brought into connexion with the agricultural branch of the College of Science at Poona; (2) that students who pass the final

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examination of the school at the end of the two years' course, should be placed on an equal footing with those who have passed the F.A. of the University, as regards admission to Government service, thus rendering them eligible for the appointment of *naib tahsildar*, and that a certain proportion of these appointments should be reserved for them. This latter proposal, which has recently been sanctioned, will attract men of higher educational qualifications than the Middle school students, who have hitherto formed the majority of the attendance, and who are unfit for the study of a difficult technical subject. The question of affiliation to the Poona College of Science is still under consideration. The instruction given in the school is both practical and theoretical. Practical instruction is given on the Agricultural Farm. The students are allotted separate plots of ground, on which they grow their own crops, all the operations—from manuring to sowing and threshing—being done with their own hands. A few lessons in veterinary surgery are also given. Attached to the school is a Veterinary Dispensary, which has made great strides in popularity. During the last five years the number of cases treated has risen from 790 to 2,095.

A Normal Agricultural Class, which is one of the most successful institutions in the Central Provinces, is attached to the Agricultural School. Its object is to teach Primary schoolmasters such small amount of science as will enable them to teach with understanding the agricultural lessons embodied in the Reading-books. Much approval of the aim and general working of the Class was expressed at the Conference above referred to; but it was felt that the process of training was somewhat too slow, and proposals were submitted for increasing the number of students. Under the new scheme, the number of schoolmasters to receive a six months' training has been raised from 66 to 139. The Commissioner of Settlements and Agriculture writes:—"The Agricultural Class is doing good work. During my recent tour, I came across several satisfactory indications of an awakening of interest in the subject on the part of agriculturists, which I attribute solely to the instruction given to their sons by the village schoolmasters who have passed through this Class." The Director adds to this that "The Class will serve a collateral and equally useful purpose if, by means of this awakening of interest, we succeed in fostering a taste for elementary science, and, by developing the faculty of observation, give a less bookish turn to Primary education. The course of instruction is as practical as possible, the students being made to

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practise such simple experiments as the evolution of oxygen gas from water, and the like. The extreme interest they take in these experiments is a pleasure to witness." With the view of enabling them to carry on such experiments, and to illustrate practically the lessons they will be required to give when they return to their schools, they are supplied with two sets of simple apparatus—bottles, tubes, glasses, acids, &c.—of which the approximate price is less than Rs. 5. In 1896-97, the total expenditure on the Agricultural School and the Normal Agricultural Class was Rs. 3,669, entirely borne by Provincial Revenues, the average cost of each student being Rs. 72.

There is no recognised School of Art in the Central Provinces. But, as stated in the earlier part of the present chapter, drawing is very widely taught; and pupils from the Central Provinces are conspicuous for their success at the examinations of the Bombay School of Art. Neither are there any Industrial schools, though a few technical scholarships are provided by Government. In 1894, the number of these scholarships was reduced from 10 to 6, as it was found that the supply was in excess of the demand. There are now four scholarships for natives and two for Europeans, tenable at the railway workshops at Jubbulpore, the pottery works of Messrs. Burn & Co., and the Umaria and Warora collieries. There are also two stipendiary students from the Central Provinces in the Victoria Technical Institute at Bombay. Difficulty has been experienced in finding students of the right sort; for artisans do not readily send their children so school, and, if they do, the children generally revert to their ancestral occupations after passing the Upper Primary standard. Finally, it may be mentioned here that, at the examination for admission to the School of Forestry at Dehra Dun in 1894, two students from the Jubbulpore College stood first and second on the list.

Technical Institutions in Burma

According to General Table 3, the Technical Institutions in Burma would seem to consist of 22 Engineering and Surveying schools with 604 pupils, and 12 "other schools" with 273 pupils, showing a considerable increase in both cases as compared with five years before. But no general description of them is given by the Director in his Report. From the Resolution of the Lieutenant-Governor on the Report, we learn that the results of the examinations in the Surveying schools were not satisfactory, and that the increase under "other schools" represents the opening of seven industrial branches in schools for

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general education. In the introduction to his Report, the Director states broadly that "in Technical education a great advance has been made." But he immediately adds that the two Technical schools at Bassein and Mandalay, conducted by Missionaries with liberal aid from the Government, have been both closed, though he expresses the hope that a similar institution will soon be opened by the Roman Catholic Mission at Chantagon, near Mandalay. The only Industrial school that he describes is one maintained by the American Baptist Mission at Toungoo, which had 28 Karen pupils, who were trained in printing, bookbinding, carpentry, smith's work, and weaving, with fair success. The most important Technical institution in Burma is the Government Engineering School at Rangoon, which was opened as recently as May, 1895, and has had special difficulties to contend with. In 1896-97, it had 16 students, of whom 10 were in their second year's course. At the examination, two candidates (both Europeans) qualified for posts in the upper branch of the Public Works Department, and three for posts in the lower branch. The total expenditure for the first two years, including initial outlay on furniture and apparatus, averaged about Rs. 7,900; while fees yielded Rs. 596 in the second year. Apart from this school, about 67 lads have annually been trained in mechanical engineering, as indentured apprentices in the railway workshops at Insein. Out of the total of 335 in five years, 174 were Europeans or Eurasians, 68 Burmans, 75 Karens, 14 Madrasis, and 2 Muhammadans. In addition, about 26 European apprentices, in receipt of stipends from the European Stipend Board, were annually at work in the railway workshops, or at other large factories. There is no School of Art in Burma; but, as already mentioned, the teaching of drawing is receiving increased attention. Commercial education is fostered by the Teachers Association at Rangoon, in connexion will Maduray Pillay's School. At an examination held in March, 1897, 21 candidates passed in book-keeping, 16 in commercial correspondence, 25 in commercial arithmetic, and 4 in shorthand.

Technical Institutions in the Other Provinces

As the Director for Assam quaintly remarks, "The difficulties connected with the successful establishment and management of Technical schools, which have puzzled so many statesmen and philanthropists, do not naturally exist in Assam." The country is not over-populated. The natives are not compelled to work by the struggle for existence. The rate of wages for unskilled labour is probably higher

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than in any other part of India. The people are quite satisfied with their present modes of earning a livelihood; certainly they are not anxious to learn any trade involving a scientific or even a quasi-scientific training. At the single Technical institution in the Province—the Williamson Artisan School at Dibrugarh—all the pupils are stipendiary; and if there were no stipends, there would be no pupils. These stipends are at the rate of Rs. 10 a month in the engineering department, and from Rs. 5 to Rs. 7 in the mechanical department. In 1896-97, the number of pupils was 16, compared with 10 five years ago, when the school was apparently subdivided under two headings in the returns. The total expenditure was Rs. 3,036, entirely borne by the Williamson Trust Fund, the average cost of each pupil being Rs. 189. This endowment also pays scholarships of Rs. 10 a month for two apprentices in the mechanical classes of the Sibpur College, in Bengal; while Provincial Revenues provide scholarships for two students in the engineering department at Sibpur, nine apprentices undergoing training at various technical schools in Bengal, and two at the workshops of the Tezpur-Balipara tramway.

There are no Technical institutions in Coorg, nor any special provision for Technical education. But, as already stated in Chapter IV, 1896-97 two scholarships were held by students from Coorg at the Madras College of Agriculture, who were studying for the diploma.

In Berar, as already mentioned, pupils from the two High schools and the Training college do well in the drawing examinations at the Bombay School of Art; but Technical education proper is still very backward. An Industrial school was opened at Amraoti towards the end of 1896, under the superintendence of the headmaster of the High school. In the following year it had 17 pupils, including eight Brahmans, who were taught carpentry, tailoring, and smith's work. What it seems to need is a competent principal. The expenditure was Rs. 1,868, the average cost of each pupil being Rs. 198, while Rs. 576 was received from sales, &c. An Unaided Industrial school is maintained by a Mission at Akola, in connexion with an orphanage. In 1896-97, the number of pupils was 12, of whom seven were Christians. The superintendent reports hopefully of the work. "One young man who finished his course with us has gone out to serve in a carpenter's shop, and is giving satisfaction . . . We have been enabled to add to our machinery, so as to give some instruction in fitter's work." The most interesting institution of the kind in Berar is the Practical Engineering Class maintained at Akola by a private gentleman, Rao Sahib Deorao

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Vinayak. This was attended in 1896-97 by 18 pupils, compared with 14 in the previous year. Among them were 11 Brahmans, two Muhammadans, and one Christian. They are instructed in engineering, fitting, carpentry, and smith's word. Regarding the general success of the institution, Mr. Deorao must be allowed to speak for himself:

> "The Class, I am glad to inform you, has been gaining ground, and the students attending it seem to be well contented. In my last year's report, I stated fully the objects with which I opened it; and I am now in a position to say with confidence that I shall be able to continue it usefully. Out of the nine oldest students, seven have gained knowledge enough to make them good fitters. They had independent charge of a few gins each during the cotton season, and their work was as fair as could be expected. I am sure that most of them will find suitable employment as fitters and engine-drivers next season. Some of them have higher ambition, and also means to satisfy it. I have therefore made up my mind to send them to Bombay, when the city shall have regained its normal health. They have got intelligence and capacity to grasp things; and I believe a year's stay in Bombay will make them good engineers, provided they are admitted to the examination hall. The new students who have joined the Class since my last report have shown their firm desire and readiness for the work; and all I can with confidence say with regard to them is, that they will make themselves in course of time respectable members of society, and will be able to live independently and upon their own means. I have not yet made any hard and fast rules regarding the Class, but I shall do so when it has attained a firmer footing. Up to this time, the Class has been managed by its superintendent without any rules, and he finds no difficulty in doing so to the satisfaction of the parties concerned."

In 1897, there were classes in four Primary schools in Berar for the instruction of *patwari* candidates in land measuring, with 55 pupils. But it appears that no practical work whatever was done. All that the pupils did was to commit to memory the Symond's tables; they did not know how to use the survey rods and cross-staves supplied to the classes. It is hoped that masters turned out from the Training college under the new scheme will do justice to the subject.

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J.S. COTTON

European Education in India

EUROPEAN EDUCATION

This chapter will deal with the education of European and Eurasian children, whether in schools specially provided for this class, or in the general institutions of the country. The subject was expressly excluded from the consideration of the Education Commission of 1882, because it had already been entrusted to a Committee which was sitting at that time. The report of this Committee was approved by the Government of India in 1883; but its recommendations did not come into operation until 1885, and then were limited to Northern India—broadly speaking, to the four Provinces that make up the old Presidency of Bengal. In Madras, Bombay, and Burma, as well as in the minor Provinces, European education still forms part of the general system, subject to such modifications as have been found desirable from time to time. But in Bengal, the North-West, the Punjab, and the Central Provinces, European education is under a common Code, quite independent of the various codes that regulate the education of Indian children. This Code was based upon the codes for England and Scotland, with necessary adaptations to the conditions of the country. It

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instituted a definite course of studies, is a series of standards, and provided a grant-in-aid, to be paid partly on attendance and partly on the results of examination. Of the eight standards introduced, Standards I to IV constitute the Primary course, and Standards V to VII the Middle course; while Standard VIII, consists of an alternative to the Matriculation, called the High School Examination. Provision was also made for the certification of teachers, for the award of scholarships, and for the appointment of special Inspectors for European schools. Therefore, since 1883, European education has been conducted on uniform lines throughout Northern India, and the meaning of a school for Europeans has been officially defined. "European" is interpreted to mean "any person of European descent, pure or mixed, who retains European habits and modes of life," but so as not to exclude Armenians; and a school for Europeans may not contain more than one-fourth of non-European pupils. Similar regulations are in force in the other Provinces, with this important difference, that they have no special Code and no special examinations for Europeans. Statistics are not available for showing the proportion of non-European pupils in schools for Europeans, or the proportion of Europeans who attend ordinary schools, throughout the whole of India. The following Table 1, however, supplies this information for the four Provinces of Madras, Bengal, the North-West, and the Punjab, in 1896-97. In that year, the proportion of non-European pupils in schools for Europeans ranged from 12 per cent in Madras and 10 per cent in Bengal to only 2 per cent in the North-West and the Punjab; while the proportion of European pupils in ordinary schools was 10 per cent in Madras, 6 per cent in Bengal, 5 per cent in the North-West, and only 1 per cent in the Punjab. Common education, therefore, is most prevalent in Madras; but the figures for the other three Provinces would seem to indicate that the Code has not very much to do with the result.

Revision of the European Code

Some slight alterations were made in the Code in 1886 and 1887, on the recommendation of a Conference of Inspectors of European schools; but in 1888 it was decided to defer any final revision for a period of five years, during which Local Governments were at liberty to introduce subsidiary rules at their own discretion. Accordingly, in February, 1895, a Committee was appointed to consider the revision of

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TABLE 1

European Pupils in some Provinces, according to their Attendance at Schools for Europeans and Non-Europeans, 1896-97

Province	*Schools for Europeans*				*European Pupils in Schools for Non-Europeans*	*Percentage of Total European Pupils*	*Total European Pupils*
	European Pupils	*Non-European Pupils*	*Total Pupils*	*Percentage of European Pupils*			
Madras	7,044	947	7,991	88	762	10	7,806
Bengal	7,332	852	8,184	90	486	6	7,818
N.-W.P. and Oudh	3,423	80	3,503	98	178	5	3,601
Punjab	2,541	59	2,600	98	27	1	2,568
Total	20,340	1,938	22,278	91	1,453	7	21,793

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the Code, consisting of representatives from the four Provinces of Northern India, with Sir Alfred Croft (Director of Public Instruction in Bengal) as president. The report of the Committee and the revised Code drafted by them were submitted to Government in October, 1895. Their conclusions were, in the main, sanctioned, and the revised Code was introduced in Bengal, the North-West, and the Punjab, at the beginning of 1896-97.

The most important change is in the method of calculating the grant-in-aid. The original plan was essentially based upon the English system of "payment by results," which has recently been discredited even in England. Among other objections, it required the examination by the Inspectors of each individual pupil. The new method, which had previously been tried in Bengal, calculates the grant-in-aid upon the average attendance of the previous year, and awards it to every school which has been declared efficient on the verdict of the Inspector. The duty of the Inspector is no longer to conduct examinations, but to test the capabilities of the teaching staff by means of periodical visits.

Another important change has reference to the certification of teachers. Under the original Code, it was required that the head teacher of every school and every assistant in charge of a class above Standard IV should be certificated. But pupil-teachers who had served their apprenticeship, and other persons who were over 17 years of age and had passed certain examinations, were eligible for provisional certificates, which were made permanent after the holders had undergone certain terms of service with credit. This system was objected to, on the ground that, owing to the demand for certificated teachers, it was necessary to give certificates to persons who could under no consideration be regarded as competent. The rules "not only permitted the award of teachers' certificates to mediocrity, but enforced it." According to the new Code, Letters of Recognition, which are to be regarded merely as licenses to teach and not as certificates of capacity, may be issued to unqualified teachers; while Certificates of Proficiency are to be awarded only to those who, by fulfilling certain prescribed conditions, can reasonably be regarded as possessing some degree of attainment in the duties of their profession. On the question of Training colleges no general rules were agreed upon.

A third important change was the incorporation into the Code of rules regulating the transfer of pupils from one school to another.

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which had already been adopted locally in the several Provinces. These rules provide that no pupils is to be admitted from one school into another without a transfer certificate stating that no fees are in arrear, and that no new pupil is to be placed in a standard higher than that in which he would have been had he remained in his former school. Other changes in the Code withdraw the grant-in-aid from schools conducted for private profit, permit more liberal provision for schools for the poor and Industrial schools, and modify the syllabus of subjects for the several examinations.

Examinations for Admission to the Public Service

The report of the Committee above-mentioned also directed the attention of Government to the existing practice of holding different examinations for each Department of the public service, as being productive of great inconvenience to the management of schools for Europeans. Accordingly, another Committee, under the presidency of Mr. W.H. Grimley, was appointed to deal with the subject. This Committee formulated a detailed scheme, which, however, had not received the sanction of Government during the period under review. The scheme proposes that all candidates for admission into the public service should be required to possess the preliminary qualification of having passed some particular School Examination as a guarantee of general proficiency, and that their selection should depend upon a further competitive examination, varying according to the special needs of each Department. As no examination under the Code was thought to reach the requisite standard of general proficiency (which was assumed to be at least equivalent to the London Matriculation), the institution of a new examination is suggested, to be called the High School Honours Examination, with three groups of subjects. For appointments in certain Departments, a pass in two of these groups is required; for certain Departments a pass in one group; while for other Departments the High School Pass Examination or the Middle School Examination is accepted as the standard of general proficiency. As the subjects of the further competitive examination, though varying for different Departments, are for the most part already included in the curriculum, there will be no necessity to form special classes for candidates preparing for the public service.

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Progress of European Education

Table 2 gives the number of Europeans and Eurasians under instruction, in the several Provinces, for each of the four quinquennial years, 1881-82, 1886-87, 1891-92, and 1896-97, together with percentages of increase or decrease. In this case, it has been thought desirable to go back as early as 1881-82, in order to exhibit the longest series possible. But it should be stated that the figures for that year apply only to pupils in schools for Europeans, while for the three subsequent years they represent Europeans under instruction, which is not quite the same thing. If the figures already given for four Provinces in 1896-97 hold good for all India and for other years, it may be assumed that about 9 per cent of the pupils in European schools are not Europeans, and also that about 7 per cent of the Europeans under instruction attend ordinary schools. For the present purpose, however, these deductions may be regarded as neutralising one another, so as to leave unaffected the general conclusions of this table.

During the past fifteen years, the total number of Europeans under instruction has risen from 18,780 to 29,176. The rate of increase was much highest (25 per cent) during the first of the three quinquenniums, when the deplorable condition of poor European and especially Eurasian children had recently forced itself upon public attention, and when the working of the Code in Northern India was fresh. The very high rate of increase in the Punjab and in the North-West has been attributed to the direct action of the Code; but it is more probably due to the attraction of schools at Hill stations, for the Code does not seem to have had the same effect in Bengal and the Central Provinces, which both show a lower rate of increase than Burma and Bombay, to which the Code does not apply. During the second quinquennium, the average rate of increase dropped sharply (to only 10 per cent), though here again the rate for the Punjab is more than thrice that for all India, and Bombay still has the advantage over Bengal. During the third and last quinquennium the average rate of increase rose again (to 13 per cent), and doubtless would have been much higher but for the plague, which caused an actual decrease in Bombay. The North-West now takes the first place, while the Punjab is passed by Burma, and both Bengal and Madras show a distinct advance.

During the whole period of fifteen years, the number of Europeans under instruction has increased just four-fold in the Punjab, more than two-fold in the North-West and nearly two-fold in Burma.

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TABLE 2

Progress of European Education, 1881-82 to 1896-97

Province	*Number of Pupils*				*Percentage of Increase or Decrease*		
	1881-82	*1886-87*	*1891-92*	*1896-97*	*1886-87 compared with 1881-82*	*1891-92 compared with 1886-87*	*1896-97 compared with 1891-92*
Madras	6,034	6,966	7,061	7,806	+15	+1	+11
Bombay	2,906	3,619	4,049	3,836	+25	+12	–5
Bengal	5,232	6,366	6,921	7,818	+22	+9	+13
N.-W. P. and Oudh	1,641	2,364	2,715	3,601	+44	+11	+33
Punjab	827	1,598	2,131	2,568	+94	+33	+21
Central Provinces	785	916	1,024	1,167	+17	+12	+14
Burma	1,233	1,605	1,785	2,308	+30	+11	+29
Assam	40	40	26	24	0	–35	–8
Coorg	1	19	21	3	—	+11	–86
Berar	51	12	62	45	–76	+417	–27
Total	18,750	23,505	25,795	29,176	+25	+10	+13

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In the Central Provinces, the increase has been very steady, and it has been fair in Bengal. The figures for Bombay are so vitiated by plague in the last year as to prevent satisfactory comparison. The general rate of increase in Madras is lower than in any other of the great Provinces. At the beginning of the period, Madras had nearly one-third of all the Europeans in India under instruction; at the end of the period it had little more than one-fourth. The three minor Provinces show great variations; but not one of them has at any time possessed a school for Europeans worthy of the name.

The following Table 3 distributes the Europeans under instruction in the two years 1891-92 and 1896-97, according to the class of institution which they attended, separating schools for boys and girls, and also showing the proportion which Europeans bore to the total number of pupils in each class of institution in 1896-97. It should be stated that the figures for boys and girls do not represent the actual numbers of each sex, but only the numbers in the schools specially intended for each sex, which may be a very different thing, for "mixed education" largely prevails among young European children.

TABLE 3

Comparative Statistics of European Pupils in Classes of Institutions, 1891-92 and 1896-97

Class of Institutions	*1891-92*	*1896-97*		*Percentage of Increase or Decrease 1896-97 compared with 1891-92*
	Number of Pupils	*Number of Pupils*	*Per cent of Total*	
1	*2*	*3*	*4*	*5*
Arts Colleges	159	192	1.33	+211
Professional Colleges—				
Law	12	11	.44	+8
Medicine	235	101	9.47	–57
Engineering	104	126	18.89	+21
Total	354	238	5.46	–33

(Contd.)

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1	*2*	*3*	*4*	*5*
Secondary Schools—				
For Boys	10,731	11,910	2.41	+11
For Girls	10,931	12,117	30.27	+11
Total	21,662	24,027	4.49	+11
Primary Schools—				
For Boys	1,413	1,395	.05	–1
For Girls	1,514	2,027	.64	+34
Total	2,927	3,422	.11	+17
Training Schools—				
For Masters	—	3	.07	—
For Mistresses	53	66	5.64	+25
Other Special Schools	565	1,041	5.54	+84
Private Institutions—				
For Boys	32	118	.03	+269
For Girls	29	69	.17	+138
Total	75	187	.04	+149
Grand Total	25,795	29,176	.65	+13

The total number of Europeans under instruction has risen in the last five-years from 25,795 to 29,176, or by 13 per cent, which is precisely the same rate of increase as for pupils generally. Whether European children have increased more or less rapidly than the general population, there is no means of determining. According to the Census of 1891, Europeans and Eurasians together form about .1 per cent of the total population of India. But when we take into account the number of unmarried soldiers and sailors, and the fact that the children of the richer classes are usually sent home for education, it is evident that this proportion of .1 per cent does not hold good for European children. Possibly, it ought to be halved. The proportion that the number of Europeans under instruction bears to the total number of pupils is .65 per cent, which is probably at least ten-fold their

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numerical proportion.

In Arts colleges, the number of Europeans has risen in five years from 159 to 192, or by 21 per cent. In Professional colleges, the number has fallen from 354 to 238, or by 33 per cent, the rate of decrease in Medical colleges being very heavy. The practical tendencies of Europeans are well exhibited by the class of college they prefer to attend. At Engineering colleges they constitute 19 per cent of the total number of students, at Medical colleges 10, at Arts colleges 1.39, and at Law colleges only .44 per cent. In Secondary schools, the number of Europeans has risen from 21,662 to 24,027, or by 11 per cent, the rate of increase being the same for both boys' and girls' schools. Here they form 4.49 of the total number of pupils, the wide difference between their proportion in the two kinds of schools being due, of course, to the inequality not of European boys and girls but of Indian boys and girls under instruction. In Primary school, the number of Europeans has risen from 2,927 to 3,422, or by 17 per cent. In boys' schools, the number has actually declined, while in girls' schools it has increased very largely; but this only proves the extent to which "mixed education" prevails among Europeans. They form altogether just .1 per cent of the total number of the pupils in Primary schools which happens to coincide with the proportion of Europeans and Eurasians in the general population. Five years ago, there were no Europeans in Training schools for Masters; they are now three. The number in Training schools for Mistresses has risen from 53 to 66. The number in other Special schools (including Art schools, Medical and Engineering schools, and Industrial schools) has risen from 565 to 1,041, or nearly two-fold, forming the same proportion of total pupils as in the case of Professional colleges. The number in Private or unrecognised institutions has risen from 75 to 187, but still constitutes an infinitesimal fraction of the total.

The following Table 4 distributes the Europeans under instruction in different classes of institutions in 1896-97, according to Provinces.

Of those in Arts Colleges, nearly one-half are in Bengal and more than one-fourth in Madras, the two Provinces where special colleges for Europeans are most numerous. In Bengal, there are five colleges of this class, in which 69 out of 79 Europeans are to be found; in Madras, three colleges, with 42 out of 48; in the North-West, two colleges, with 12 out of 26. The European students in Professional colleges are pretty

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TABLE 4

European Pupils in Classes of Institutions According to Provinces, 1896-97

Province	*Arts Colleges*	*Professional Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*	*Other Special Schools*	*Private Institutions*	*Total*
Madras	48	24	6,259	756	30	689	—	7,806
Bombay	22	60	3,644	1	19	85	5	3,836
Bengal	79	75	6,572	1,034	—	58	—	7,818
N.-W. P. and Oudh	26	77	2,896	596	—	6	—	3,601
Punjab	2	2	2,284	99	—	—	181	2,568
Central Provinces	—	—	353	814	—	—	—	1,167
Burma	15	—	2,013	74	20	185	1	2,308
Assam	—	—	5	1	—	18	—	24
Coorg	—	—	1	2	—	—	—	3
Berar	—	—	—	45	—	—	—	45
Total	192	238	24,027	3,422	69	1,041	187	29,176
Total for 1891-92	159	354	21,662	2,927	53	565	75	25,795
Percentage of Increase or Decrease	+21	–33	+11	+17	+30	+84	+149	+13

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equally divided between the North-West, Bengal, and Bombay. The North-West comes first, by reason of the Engineering College at Rurki. Bengal and Bombay both have strong Medical Colleges as well as colleges for engineering. The number for Madras appears smaller than it should be, and the Punjab can show only four Europeans in colleges of all classes. The number of Europeans in Secondary schools forms more than four-fifths of the total under instruction. Bengal has the most, closely followed by Madras; but the figures for Bombay are exceptionally reduced by the plague. The North-West, the Punjab, and Burma come pretty close to each other. Under Primary schools, Bengal again comes first, followed this time by the Central Provinces. At revealing what is evidently a difference of classification, the Central Provinces return no less than 70 per cent of all their Europeans as in Primary schools, while the Punjab returns less than 4 per cent, and Bombay only as single pupil. The students in Training schools are confined to Madras, Bombay, and Burma, showing that no other Province makes any provision whatever for the training of European teachers. Of 1,041 pupils in other Special schools, no less than 689 are to be found in Madras and 185 in Burma, nearly all of them being in Technical institutions. Practically the whole of those in Private institutions are in the Punjab, where several private adventure schools for European children of the richer classes have recently been opened on the Hills.

The following Table 5 gives for institutions for general education the proportion of Europeans in the several stages of instruction in 1891-92 and 1896-97, together with the corresponding proportions among the population at large:—

The proportion of European students at college has increased slightly, from .6 to .7 per cent of the total, while the proportion for the general population has remained stationary at .4 per cent. The proportion of Europeans in the High stage has likewise increased slightly, from 6.3 to 6.5 per cent, while the proportion for the general population has actually decreased from 1.8 to 1.7 per cent, owing to the plague in Bombay. The Middle stage shows a slight increase for both classes, but the European proportion is six times that of the others. The Upper Primary stage also shows a slight increase for both, though here the European superiority is only two-fold. It is not until we come to the Lower Primary stage that the proportion for the general population exceeds that for Europeans. Both show a decline, but the decline is

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much larger in the case of Europeans. This table shows that more than 31 per cent of European pupils are above the Primary stage, whereas the proportion for other classes is only 6 per cent.

TABLE 5

Percentage of Europeans in Stages of Instruction Compared with other Classes, 1891-92 and 1896-97

Stage of Instruction	*1891-92*		*1896-97*	
	Europeans	*Other Classes*	*Europeans*	*Other Classes*
Collegiate	.6	.4	.7	.4
High	6.3	1.8	6.5	1.7
Middle	23.5	3.9	24.1	4.0
Upper Primary	21.3	10.3	22.2	11.3
Lower Primary	48.2	83.0	46.5	82.6

Europeans at Public Examinations

The following Table 6 gives the number of passes of European candidates at the principal prescribed examinations in 1896-97, according to Provinces, with the corresponding totals for 1891-92. It should be stated that boys and girls are not always distinguished in Madras, and that the figures for 1891-92 are defective. It is evident, too, that the standard of the different school examinations is not uniform throughout India.

The number of Europeans who have graduated in Arts has apparently risen from 10 to 14. In the earlier year there was one M.A., in the later year one B.Sc. The great majority came from Madras and Bengal. The number who have passed the F.A., or some other intermediate examination, has apparently risen from 36 to 62; but the latter figure is unduly swollen by an error in the returns for Madras, explained in the chapter on Arts Colleges. Bombay here makes a better appearance, after Madras and Bengal. The number who have passed any medical examination has apparently risen from 20 to 23. But probably there is no real increase, for the number of intermediate medical examinations has been augmented during the period. Madras has more than half of the whole, and Bengal a very small proportion. No European passed any University examination in law or engineering

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TABLE 6

Passes by Europeans at Public Examinations, 1896-97

Province	B.A., &c.	F.A. &c.	Medical	Matriculation		High Schools	Middle Schools		Upper Primary		Lower Primary	
				Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls
Madras	5	26	12	16	28	—	136	—	189	—	—	—
Bombay	2	10	8	34	17	—	10	21	—	—	—	—
Bengal	5	15	3	43	12	33	135	78	209	192	—	—
N.-W. P. and Oudh	1	5	—	40	30	—	71	32	181	84	103	140
Punjab	—	—	—	31	7	—	46	33	127	129	1	—
Central Provinces	—	2	—	15	1	7	28	18	43	20	55	74
Burma	1	4	—	17	9	—	111	128	197	191	157	224
Assam	—	—	—	—	—	—	—	—	—	—	—	—
Coorg	—	—	—	—	—	—	1	—	—	—	—	—
Berar	—	—	—	—	—	—	—	1	1	2	3	3
Total	14	62	23	196	104	40	538	311	947	598	319	441
Total for 1891-92	10	36	20	142	69	4	175	127	530	313	371	251

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in 1896-97. Nor did any European pass any examination whatever (above Matriculation) at the Punjab University. The number of European boys who passed the Matriculation has risen from 142 to 196, or by 38 per cent, and the number of European girls from 69 to 104, or by 51 per cent. At Madras the girls are actually ahead of the boys, while the proportion of girls is also high in the North-West and Burma. The boys in the Central Provinces do very well. The number who passed the High Schools Examination (called Upper Secondary in the General Tables) has risen from 4 to 40; but they are entirely confined to Bengal and the Central Provinces. The figures for the other examinations are not worth analysing in detail. They mostly show large increases, especially in the case of girls.

Secondary and Primary Schools for Europeans

So far we have dealt with all Europeans under instruction, of whom it may be assumed that about 7 per cent are to be found in ordinary schools. We now proceed to schools specially intended for Europeans, which may similarly be assumed to contain about 9 per cent of Indians. Here it will be sufficient to confine our attention to Secondary and Primary schools, for the number of Arts colleges and Special schools for Europeans is too insignificant to be expressed in statistics. The following Table 7 gives the number of both Secondary and Primary schools for Europeans, and of the pupils in them, according to Provinces, for the two years 1891-92 and 1896-97.

The total number of Secondary schools for Europeans has increased in five years from 242 to 258, or by 7 per cent, and the number of pupils in them from 21,756 to 24,288, or by 12 per cent. The average strength of each school has consequently risen from 86 to 92. The number of schools has remained stationary in Bengal, and has decreased slightly in Madras, but the increase is large in the Central Provinces and the North-West. The number of pupils has decreased in Bombay, because of the plague, but has increased largely in Burma, the Central Provinces, the North-West, and the Punjab. Of the minor Provinces, Coorg has lost the one school that it possessed five years ago; the weak school in Assam shows a considerable falling off in pupils; while the increase of pupils in Berar hardly makes up for the disappearance of another Primary school.

The total number of Primary schools for Europeans has increased from 58 to 72, or by 24 per cent, and the number of pupils in them from

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TABLE 7

Comparative Statistics of Secondary and Primary Schools for Europeans, 1891-92 and 1896-97

Province	Secondary Schools						Primary Schools					
	1891-92		1896-97		Percentage of Increase or Decrease		1891-92		1896-97		Percentage of Increase or Decrease	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
Madras	72	6,310	70	6,721	−3	+7	14	577	13	675	−1	+17
Bombay	42	3,773	44	3,468	+5	−8	—	—	—	—	—	—
Bengal	52	6,374	52	7,031	0	+10	16	648	24	1,052	+50	+62
N.-W. P. and Oudh	24	2,112	31	2,889	+29	+33	6	395	16	594	+166	+50
Punjab	28	1,917	30	2,298	+7	+20	5	151	4	99	−20	−35
Central Provinces	9	253	15	350	+55	+38	13	740	13	807	0	+9
Burma	12	919	14	1,455	+17	+58	3	73	2	44	−33	−40
Assam	1	23	1	18	0	−22	—	—	—	—	—	—
Coorg	1	22	—	—	—	—	—	—	—	—	—	—
Berar	1	53	1	58	0	+9	1	8	—	—	—	—
Total	242	21,756	258	24,288	+7	+12	58	2,592	72	3,271	+24	+26

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2,592 to 3,271, or by 26 per cent. The average strength of each school remains at 45. The increase in number of schools is confined to Bengal and the North-West, and these two Provinces likewise show the largest increase of pupils. In the Punjab and Burma, it may be assumed that the loss of a Primary school in each is to be accounted for by its having been raised to the Secondary grade; but this explanation will not apply to Madras, where schools of both classes have declined in number. Bombay has no Primary schools for Europeans. As has already been remarked, they are relatively most numerous in the Central Provinces; and their number may fairly be taken as an indication of the provision made for the very poorest classes of the European community, who are unable to continue their schooling into the Secondary stage.

The following Table 8 classifies Secondary and Primary schools for Europeans in 1896-97 according to management, distinguishing the boys and the girls, with the corresponding totals for 1891-92.

The number of schools under public management remains unchanged at 8, while the pupils in them have only increased from 1,217 to 1,231. The most important of these are the Lawrence Asylums in the Punjab and Madras. The great majority of schools belong to the Aided class, though Unaided schools are fairly numerous in Bengal. It has been thought worth while to separate the boys' schools and the girls' schools, as so many of these institutions contain pupils of both sexes. In Secondary schools, as might perhaps be expected, boys generally are more numerous than girls, though the reverse is the case in Bombay, the Punjab, and Burma. In Primary schools, girls are almost universally more numerous than boys; and it deserves remark that the girls in these schools have increased during the last five years much more rapidly than the boys, which suggests the inference that the girls of the poorest classes had previously been more neglected than the boys.

Table 9 shows the stages of instruction of all pupils in schools for Europeans, both Secondary and Primary, for 1896-97, again distinguishing the boys and the girls.

As might be expected, the High stage contains nearly twice as many boys as girls, showing that boys are kept longer at schools. This is especially marked in Bengal, where boys in the High stage are almost five times as numerous as girls; whereas in Bombay the numbers are practically equal. This wide difference seems to point to some want of uniformity in classification. In Bombay and Madras

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TABLE 8

Schools for Europeans According to Management, 1896-97

Province	*Public Management*		*Aided*		*Unaided*		*Total*		*Boys*	*Girls*
	Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*		
Secondary Schools										
Madras	3	455	64	5,942	3	324	70	6,721	3,733	2,988
Bombay	—	—	43	3,427	1	41	44	3,468	1,543	1,925
Bengal	1	109	42	5,584	9	1,338	52	7,031	3,958	3,073
N.-W. P. and Oudh	—	—	28	2,765	3	124	31	2,889	1,592	1,297
Punjab	4	667	26	1,631	—	—	30	2,298	1,054	1,244
Central Provinces	—	—	15	350	—	—	15	350	193	157
Burma	—	—	14	1,455	—	—	14	1,455	552	903
Assam	—	—	1	18	—	—	1	18	8	10
Coorg	—	—	—	—	—	—	—	—	—	—
Berar	—	—	1	58	—	—	1	58	20	38
Total	8	1,231	234	21,230	16	1,827	258	24,288	12,653	11,635
Total for 1891-92	8	1 217	218	18,842	16	1,697	242	21,756	11,267	10,489

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Primary Schools										
Madras	—	—	12	663	1	12	13	675	297	378
Bombay	—	—	—	—	—	—	—	—	—	—
Bengal	—	—	20	959	4	93	24	1,052	446	606
N.-W. P. and Oudh	—	—	14	547	2	47	16	594	298	206
Punjab	—	—	3	73	1	26	4	99	47	52
Central Provinces	—	—	13	807	—	—	13	807	390	417
Burma	—	—	2	44	—	—	2	44	7	37
Assam	—	—	—	—	—	—	—	—	—	—
Coorg	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—
Total	—	—	64	3,093	8	178	72	3,271	1,485	1,786
Total for 1891-92	—	—	54	2,529	4	63	58	2,592	1,272	1,320

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TABLE 9

Stages of Instruction of Pupils in European Schools, Secondary and Primary, 1896-97

Province	Boys						Girls					
	High	Middle	Upper Primary	Lower Primary (A.)	Lower Primary (B.)	Total	High	Middle	Upper Primary	Lower Primary (A.)	Lower Primary (B.)	Total
Madras	372	1,010	510	1,929	209	4,030	190	797	428	1,826	125	3,366
Bombay	228	326	405	467	117	1,543	213	401	525	548	238	1,925
Bengal	233	1,066	1,036	979	1,090	4,404	50	753	913	869	1,094	3,679
N.-W. P. and Oudh	152	545	523	366	304	1,890	86	436	454	343	274	1,593
Punjab	102	322	251	426	—	1,101	41	389	429	437	—	1,296
Central Provinces	36	157	120	240	30	583	18	139	110	252	55	574
Burma	17	93	189	260	—	559	41	262	263	374	—	940
Assam	—	—	—	3	5	8	—	—	2	4	4	10
Coorg	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	4	5	11	20	1	3	6	6	22	38
Total	1,140	3,519	3,038	4,675	1,766	14,138	640	3,180	3,130	4,659	1,812	13,421
Total for 1891-92	1,042	3,117	2,595	4,285	1,431	12,470	511	2,653	2,627	4,561	1,526	11,878
Percentage of Increase	9	13	13	9	23	13	25	20	19	2	19	13

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together, to which the rules of the European Code do not apply, the proportion of total pupils in the High stage is 9 per cent; while in the four Provinces of Northern India, the proportion is only 4 per cent. In the Middle stage, the boys still outnumber the girls, though by very little, and actually fall behind them in Bombay, the Punjab, and Burma. In the last Province, girls in the Middle stage are almost three times as numerous as boys. In the Upper Primary stage, the boys are passed by the girls, though the deficiency is due almost entirely to the Punjab. It is noteworthy that in all these three stages the rate of increase as compared with five years ago is much higher in the case of girls than of boys. In the High stage alone, girls have increased by 25 per cent, while boys have increased by only 9 per cent. In the two divisions of the Lower Primary stage, boys and girls are practically equal in number, but the former have increased faster than the latter. The very high rate of increase in what may be called the Infant stage (not reading printed books) may be accepted as a further indication that the children of the very poorest classes are being brought within the educational system. Considerably more than half of these infants are to be found in Bengal, and the wide variations in the proportion of pupils in the same stage in different Provinces argues a want of uniformity in standard.

Expenditure on Schools for Europeans

Table 10 gives, so far as the materials allow, the Direct expenditure on Secondary and Primary schools for Europeans in the several Provinces, according to sources, for the two years 1891-92 and 1896-97. It should be stated that, for the earlier year, boarding charges have been (incorrectly) included under fees in the North-West; and that sources of expenditure are not generally distinguished in Burma.

The total Direct expenditure on schools for Europeans has apparently risen in five years from Rs. 21,82,765 to Rs. 26,83,197, or by 23 per cent; but the increase would be still larger if boarding charges in the North-West could be eliminated from the figures for the earlier year. The corresponding rate of increase in pupils was only 13 per cent. The amount contributed by Provincial Revenues has risen from Rs. 4,93,843 to Rs. 5,90,491, or by 20 per cent. Local Funds now contribute nothing; and the amount from Municipal Funds has fallen from Rs. 8,565 to Rs. 8,099. Fees have apparently risen from Rs. 9,99,530 to Rs. 10,78,705, or by 8 per cent; but the real rate of

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TABLE 10

Expenditure on Schools for Europeans, Secondary and Primary, 1891-92 and 1896-97

Province	1891-92						1896-97						Percentage of Increase or Decrease, 1896-97 compared with 1891-92
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Total	Provincial Revenues	Local Funds	Municipal Funds	Fees	Other Sources	Total	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Madras	1,16,082	85	1,825	68,106	2,25,786	4,11,884	1,20,437	—	941	90,939	2,84,445	4,96,762	+26
Bombay	74,568	—	1,535	1,11,712	1,06,674	2,94,489	1,04,441	—	1,440	1,33,111	1,39,407	3,78,399	+28
Bengal	1,31,310	—	—	4,93,210	1,78,584	8,03,104	1,49,834	—	—	6,27,799	3,29,700	11,07,333	+38
N.-W. P. and Oudh	78,785	549	2,338	2,52,694	73,086	4,07,452	1,04,600	—	3,228	1,33,278	1,16,142	3,57,248	-12
Punjab	51,513	—	—	58,499	39,870	1,49,882	58,407	—	—	71,560	47,240	1,77,207	+18
Central Provinces	20,169	—	2,867	9,527	16,588	49,151	23,276	—	1,890	18,433	15,803	59,402	+21
Burma	16,791	—	—	—	—	55,363	26,338	—	—	—	—	99,503	+80
Assam	1,976	—	—	4,241	—	6,217	1,820	—	—	3,585	—	5,405	-13
Coorg	1,200	—	—	1,541	433	3,174	—	—	—	—	—	—	—
Berar	1,449	600	—	—	—	2,049	1,338	—	600	—	—	1,938	-5
Total	4,93,843	1,234	8,565	9,99,530	6,41,021	21,82,765	5,90,491	—	8,099	10,78,705	9,32,737	26,83,197	+23
Percentage of Increase or Decrease, 1896-97 compared with 1891-92	—	—	—	—	—	—	+20	—	-5	+8	+46	+23	—

Note: In Burma, Rs. 38,572 is not classified according to sources in 1891-92, and Rs. 73,165 in 1896-97. In the Punjab, Rs. 21,999 from Imperial Revenues is included among "Other Sources" in 1896-97. In the North-West, boarding charges are included under "Fees" in 1891-92.

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increase would be much larger if boarding charges in the North-West could be eliminated in the earlier period. In Bengal alone, which provides considerably more than half the total from fees, the rate of increase has been 27 per cent. "Other sources," which include Missionary and charitable subscriptions, as well as a grant of Rs. 21,999 from Imperial Revenues in the Punjab, have risen from Rs. 6,41,021 to Rs. 9,32,737, or by 46 per cent, and now provide 35 per cent of the total expenditure, as compared with 29 per cent.

Turning to Provinces, the highest rate of increase is in Burma; but the details are not available. It would seem that the expenditure returned for Burma in 1891-92 was exceptionally low, for in the following year it had risen from Rs. 55,363 to Rs. 72,649, being nearly half the entire increase for five years. In Bengal the total expenditure has risen by 38 per cent, mainly under fees and "other sources," the proportion contributed by these together having risen from 84 to 87 per cent. In Madras the total expenditure has risen by 26 per cent; and the proportion contributed by Private Funds has risen from 71 to 75 per cent. In Bombay, the total expenditure has risen by 28 per cent, of which increase the larger share is borne by Provincial Revenues, but the proportion contributed by Private Funds has fallen from 74 to 67 per cent. In the North-West, the total expenditure has apparently fallen by 12 per cent; but this is entirely due to the addition of boarding charges to fees in the earlier year. As a matter of fact, the amount contributed by Public Funds has risen by 33 per cent, and the amount derived from "other sources" by no less than 58 per cent. In the Punjab, the total expenditure has increased by 18 per cent. Here also details are confused by the inclusion of a grant from Imperial Revenues among "other sources" If we transfer this item to Public Funds, the proportion that Public Funds contributed to the total in 1896-97 was 46 per cent, compared with 23 per cent for the India and only 13 per cent in Bengal. In the Central Provinces, the total expenditure has risen by 21 per cent, fees alone having nearly doubled; and the proportion contributed by Private Funds has risen from 53 to 58 per cent. The expenditure in the minor Provinces need not be analysed, beyond saying that in Berar the whole is borne by Punjab Funds, whereas in Assam fees contribute just two-thirds.

The following Table 11 gives the average annual cost of each pupil in Secondary and Primary schools for Europeans, according to Provinces, in 1896-97, with the corresponding general averages for

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1891-92, distinguishing the shares contributed by Public and Private Funds:

TABLE 11

Average Annual Cost of each Pupil in Schools for Europeans, Secondary and Primary, 1896-97

Province	*Public Funds*	*Private Funds*	*Total*
	Rs.	*Rs.*	*Rs.*
Madras	16.4	50.8	67.2
Bombay	30.5	78.6	109.1
Bengal	18.5	118.5	137.0
N.-W. P. and Oudh	31.0	71.6	102.6
Punjab	33.5	40.4	73.9
Central Provinces	21.7	29.6	51.3
Burma	17.6	48.8	66.4
Assam	101.1	199.2	300.3
Berar	33.4	—	33.4
Average	21.7	75.7	97.4
Average for 1891-92	20.7	68.9	89.6

The average cost for all India of a pupil in schools for Europeans has risen in five years from Rs. 89.6 to Rs. 97.4. The share borne by Public Funds has risen from Rs. 20.7 to Rs. 21.7, and now provides a little more than one-fifth. The share borne by Private Funds has risen from Rs. 68.9 to Rs. 75.7; and Private Funds contribute nearly six-sevenths of the total increase. Excluding the minor Provinces, the average cost is heaviest in Bengal and lightest in the Central Provinces; but the amount borne by Public Funds is nearly the same in both, the difference being entirely under Private Funds. The cost to Government is lowest in Madras and Burma, and highest in the Punjab, closely followed by the North-West and Bombay. The cost to Private Funds is much higher in Bengal than elsewhere, being exactly four times that in the Central Provinces; after Bengal, at a long interval, come Bombay and the North-West.

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European Education in Madras

On the general question of European education in Madras, the Director writes as follows:—

> "The necessity for a special Code applicable to institutions for the education of Europeans has never been felt in this Presidency. A few special concessions in favour of European schools and pupils have, no doubt, been considered expedient; and these have, from time to time, been incorporated in the general regulations of the Department. The term 'European' is defined as any person of European descent, pure or mixed, who retains European habits and modes of life. The Educational Rules, while prescribing uniform courses of instruction and standards of examination for all recognised schools, have laid down special courses for pupils in European schools in vernacular languages and singing, and for girls in needlework. In Government Training institutions a higher rate of stipend is provided for Europeans, and in Aided Training schools they receive a higher rate of stipendiary grant. Schools for the European poor are exempted from the operation of the fee regulations. Unless specially exempted, every school for Europeans has to observe the conscience clause inserted in the Grant-in-aid Code. Favourable rates of 'salary grants' are given to teachers in schools for poor Europeans; and 'results grants' for poor European pupils and for European pupils in schools in Hill Tracts are given at 100 per cent, and for all other European pupils at 50 per cent, in excess of the standard rates laid down in the Code. A grant of Rs. 6 a year is given to schools for each European cadet belonging to a volunteer corps, provided that he is not below 13 years of age and is certified by the commanding officer to be efficient. Besides 'salary grants' for superintendents and matrons, European orphanages receive feeding and clothing grants at rates not exceeding Rs. $3\frac{1}{2}$ a month and Rs. 6 a term respectively, for pupils whose age does not exceed 16 in the case of boys and 18 in the case of girls. All grants to European schools and for European pupils are paid from Provincial Revenues."

During the past five years the total number of institutions intended wholly or chiefly for Europeans has remained almost unchanged, having risen from 92 to 93; but the total number of pupils

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in them (including Indians) has risen from 7,158 to 7,991, or by 12 per cent. These institutions consist of 3 Arts colleges, 70 Secondary, 13 Primary, and 7 Special schools. According to management two are under Government—the male and female branches of the Lawrence Asylum at Ootacamund; one—the Breeks Memorial School—is under the Ootacamund Municipality; 86 are Aided, and 4 Unaided. According to class of institution and sex, in Arts colleges boys have fallen from 40 to 38, but girls have risen from 5 to 10; in Professional colleges, boys have fallen from 49 to 22, and girls from 8 to 2; in the Upper Secondary or High stage, boys have risen from 222 to 309, and girls from 141 to 194; in the Lower Secondary or Middle stage, boys have risen from 882 to 1,005 and girls from 604 to 776; in the Primary stage, boys have risen from 2,401 to 2,427, but girls have fallen from 2,344 to 2,304; in Special or Technical schools, boys have risen from 216 to 232, and girls from 151 to 487. Altogether, the rate of increase has been 6 per cent in the case of boys and 16 per cent in the case of girls. In order to obtain the number of Europeans under instruction, it is necessary to add to those in schools for Europeans (7,044) those to be found in other schools (762), bringing up the total to 7,806, compared with 7,061 five years ago, or an increase of 11 per cent.

In 1896-97, the three Arts colleges for Europeans—the Doveton, St. Mary's and St. Thomé, all situated in Madras city—contained altogether 42 students, of whom 21 were Europeans, including 8 women. In addition, 27 Europeans were reading in other colleges, making 48 in all. No European took the M.A. degree. At the B.A. examination, 11 European candidates appeared for each of the three divisions, of whom 9 passed in English, 9 in the Second language, and 5 in the Science division. At the F.A. examination, there were 22 candidates, of whom 12 passed. Two of the successful candidates at the B.A., and also two at the F.A., were women. One European candidate passed the University examination for Licentiate of Teaching, in both the theoretical and practical tests. At the various University examinations in Medicine, there were 15 candidates, of whom 12 passed. For the examinations in Engineering, there was no European candidate. At the Matriculation there were 165 candidates, of whom 44 passed, including 28 girls. No European candidate appeared at the Upper Secondary or High School Examination, though the list of subjects has recently been modified to obviate the difficulty experienced by female pupils in regard to the study of mathematics and

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physical science. In all the school examinations the girls beat the boys. At the Matriculation, as already stated, more girls than boys passed, and the average of success was 38 per cent for girls, compared with 17 per cent for boys. At the Lower Secondary or Middle School Examination, considerably more girls than boys passed, and their average of success was 39 compared with 20 per cent. At the Primary Examination, nearly twice as many girls passed as boys, and their average of success was 61 compared with 40 per cent.

The total expenditure on all institutions for Europeans in Madras has risen in five years from Rs. 4,63,288 to Rs. 5,45,481, or by 15 per cent. But this increase is entirely confined to Private Funds, which now contribute 75 per cent of the total, compared with 69 per cent. Fees alone have risen by 45 per cent, and "other sources" by 23 per cent, while Provincial Revenues have fallen by 4 per cent. No Government scholarships are specially reserved for Europeans, "nor," says the Director, "does any such reservation appear necessary." The general scholarships awarded on the results of the public examinations are open to them equally with others; and almost every year some of these are gained by Europeans, especially by girls. In 1896-97, the number gained was nine—five at the Matriculation, one at the Lower Secondary, and three at the Primary Examination. According to the returns, the total expenditure on scholarships at schools for Europeans in 1896-97 was Rs. 1,161, of which Provincial Revenues contributed Rs. 290. It is also worthy of remark that the total Indirect expenditure, on buildings, furniture, &c, was only Rs. 2,263, of which Provincial Revenues contributed Rs. 1,750.

European Education in Bombay

The Director for Bombay writes that the system of European Education has not altered during the last five years.

> "The Code and standards for European schools escaped criticism at a series of Conferences lately held throughout the Presidency; and it may generally be said that the managers of European schools are satisfied with the aid afforded to them, and that they find the curriculum of studies to be suited to the wants of the community. A considerable difficulty is felt as to teachers, especially assistant teachers; and there are some who would like to see a system of training for pupil-teachers and Normal classes

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established. As experiment in this direction has been tried with some success in the Convent School at Karachi, and a similar Normal class has been opened in Bombay city. These are both for women, and it is obvious that there is not the same general field for employment for women as for men. In Bombay city and in the Presidency generally young men find many careers open to them, and few are inclined to take up the teacher's profession as a permanency. Special enquiries have elicited the fact that employment is found without much difficulty on railways, in the business houses of Bombay, and in certain branches of Government service, by lads who are fairly well educated and have a good character.

"Nearly all the European schools are on the 'fixed grant' system, which is laid down in the Code. A revision of grants is allowed after five years, if funds permit and good cause is shown; and grants to several schools have lately been revised. Government does not make special grants to boarding-houses and orphanages, but gives a small subsidy for each utterly destitute child attending daily at a recognised school, and a larger sum if such child is entertained as a boarder."

Of the total number of 44 Secondary schools for Europeans, all are Aided, except the Railway school at Mount Abu. As many as 32 are in the Central Division, which includes Bombay city and Poona, and consequently suffered severely from the plague; but the figures of attendance in the previous year are not given for comparison. Karachi has two European schools, and a number of Railway schools are established at different points of the several lines to meet the wants of the European employes. The Director expresses his opinion that, "among all the agencies which manage this branch of education, there is an earnest endeavour to improve the buildings, equipment, and teaching in their schools. Very much is owed to the unpaid labour of religious societies, whose work is of the highest character, to whom the European community is most deeply indebted." There is only one institution of the nature of a Technical school for Europeans, the Apprentice Home at Byculla, with about 20 residents, who attend the science and drawing classes at the Victoria Technical Institute. It is aided from Provincial Revenues.

The total expenditure on Secondary schools for Europeans has

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risen during the last five years by nearly a lakh of rupees, the increase being fairly distributed among the several sources. Fees alone provide more than one-third of the total; and the tendency is towards higher rates of fees, as the character of the education given improves. "This shows that parents recognise sound education, and are willing to pay for it." Since 1890, seven senior and seven junior scholarships are annually awarded to boys and girls of European or Eurasian descent, on the result of competitive examinations held at Bombay, Poona, and Karachi. "The scheme has been on the whole very successful, and has created a wholesome rivalry among schools."

European Education in Bengal

In Bengal, the revised European Code received official sanction from July 1896. But its most important provision, basing the grant-in-aid upon average attendance instead of examination results, had already been introduced in 1893, having previously been made trial of in five selected schools. One consequence has been to increase the average amount of the grant-in-aid by about 6 per cent. The new transfer rules had also been adopted as far back as 1890. Under the new system, a great change has taken place in the duties of the European Inspector. It is no longer the pupils who are examined, but the teachers. "Formerly, the Inspector rarely heard a teacher give a lesson; now every teacher teaches before him, and the boys are only examined to test whether the teacher has successfully implanted a knowledge of fundamental principles in his pupils. The Inspector in this way is able to give valuable lessons to inexperienced teachers in class discipline and method."

The Committee that revised the Code were unable to devote much attention to the subject of Training colleges for European teachers. The representatives from Bengal, however, agreed upon a scheme for the establishment of a practising school, with a staff of teachers sufficient in number and competent to carry on both the ordinary work of the school and also the training of students. This scheme has received the sanction of Government as an experimental measure. As the European Schools in Bengal are mainly sectarian, and the Training college must necessarily be undenominational, it was decided that the students should live in Hostels, under the control of the particular religious body to which they belong. St. James' High School and the Free School at Calcutta have been suggested as suitable for practising schools.

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There are four Arts colleges in Bengal mainly attended by Europeans—the Doveton, Loretto House, and La Martinière for girls at Calcutta, and St. Paul's at Darjiling. In 1896-97 they had 36 students, but the total number of European students in all Arts colleges was 79. The number of Secondary schools for Europeans has remained unchanged during the last six years at 52; but the number of pupils in them has risen from 6,374 to 7,031, or by 13 per cent. Of the pupils in 1896-97, 3,958 were boys and 3,073 girls. The number of Primary schools has risen from 16 to 24, and the number of pupils in them from 648 to 1,052, or by 62 per cent, the increase being chiefly in girls, who number 606, against 446 boys. The only Government institution is the Boarding School at Kurseong in the Darjiling Hills, with 109 pupils. New buildings have recently been erected, capable of accommodating 200 pupils; and it is intended to utilise the old buildings as a girls' school for 80 pupils. In this institution the children of Government servants are admitted on special terms, and have a prior claim to any vacancies. Of the other Secondary and Primary schools, 62 are Aided and 13 Unaided. Of the total number of pupils, as many as 54 per cent are to be found in schools under Roman Catholic management (though Roman Catholics from only 30 per cent of the European population in Bengal), and 21 per cent in schools under Church of England management. Of the Roman Catholic schools, 19 are taught by nuns, 6 by the Christian Brothers, 3 by the Jesuit Fathers, and 3 by lay teachers. Eleven schools are maintained by Railway companies. No less than 73 per cent of the total number of European pupils are to be found in Calcutta and its neighbourhood, and 11 per cent in the Darjiling Hills.

At the Calcutta Matriculation in 1896-97, schools for Europeans presented 100 candidates, of whom 66 passed, the average of success being slightly higher in Unaided than in Aided institutions. But these figures include a considerable number of Indian candidates. The total number of Europeans who passed the Matriculation was 55, of whom 43 were boys and 12 girls. The new system of examinations under the revised Code did not come into operation during the period under review. In future, no child can be promoted from the Primary to the Middle section of a school, or from the Middle to the High, without passing a public examination. Under the old system, the results of the examinations show a marked improvement during the last five years. At the High School Examination the passes have risen from 10 to 33, of which last number 17 were girls, the general average of success

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being 77 per cent. At the Middle School Examination the passes have risen from 103 to 220, of whom 68 were girls, the average of success being 90 per cent. At the Primary Schools Examination, the passes have risen from 204 to 408, of whom 198 were girls, the average of success being 80 per cent.

The total Direct expenditure on Secondary and Primary schools for Europeans has risen during ten years from $6^1/_2$ to 11 lakhs of rupees. The expenditure from Provincial Revenues (which includes the annual grant-in-aid, the special boarding grant, and the grant to pupil-teachers) has risen in the last five years from Rs. 1,31,310 to Rs. 1,49,834, or by 14 per cent, which is just equal to the rate of increase in pupils. Fees have risen from Rs. 4,93,210 to Rs. 6,27,799, or by 27 per cent; and "other sources" from Rs. 1,78,584 to Rs. 3,29,700, or by 89 per cent. The proportion of the total contributed by Private Funds is now 87 per cent, compared with 77 per cent for all India. In addition to this Direct expenditure on Secondary and Primary schools. Rs. 55,472 was spent in 1896-97 on Arts colleges for Europeans, and Rs. 2,23,737 on buildings and furniture (in both cases mainly from Private Funds), which (with miscellaneous items) augmented the total expenditure on European education in Bengal to Rs. 14,11,714. In the Government Boarding School at Kurseong, the average cost to Government of each pupil is Rs. 158. In Aided schools, the average cost to Government is Rs. 21-4-9 for each pupil in Secondary schools, and Rs. 14-6-7 for each pupil in Primary schools.

Under the European Code, 20 scholarships are annually awarded on the results of the Primary Schools Examination, and 12 scholarships on the results of the Middle School Examination. These scholarships are tenable only in institutions which are recognised by the Department as efficient, which observe the transfer rules, which are open to inspection, and in which the proportion of Non-Europeans does not exceed one-fourth. The revision of the Code added 8 scholarships, to be awarded on the results of the High School Examination, tenable for two years at any approved institution in the Province. The High scholarships were awarded for the first time in 1896-97, and all of them seem to have gone to Roman Catholic institutions. Of the Middle scholarships one was gained by a girl, and of the Primary scholarships 9 were gained by girls. The total amount expended on scholarships was Rs. 4,925, entirely from Provincial Revenues.

Since 1893, a grant of Rs. 6 a year has been given for every

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efficient cadet, who is also a *bona fide* pupil in a school for Europeans. In 1896-97, the total number of efficients was 904; but the total grant amounted to only Rs. 5,004, as no grants whatever are paid by Government to the Doveton College, pending the settlement of a long-standing dispute as to the constitution of its committee of management. This cadet grant has made volunteering very popular among the boys. The money is generally spent on defraying expenses in connection with class-firing, and on the purchase of appliances for out-door amusements. Arrangements are being made for the formation of a cadet corps in the Government school at Kurseong

The Bruce Institution, founded under the wills of two daughters of a Bengal indigo planter for the maintenance and education of poor Eurasian girls, has recently benefited by the cessation of certain life interests, augmenting the invested capital from Rs. 6,71,500 to Rs. 10,46,200, and the annual income from Rs. 26,792 to Rs. 36,525. The number of girls receiving a free education on this foundation has risen steadily during the last ten years, from 68 in 1887 to 116 in 1892, and 138 in 1897. Of the Total in the last year, 61 were in Roman Catholic, 45 in Church of England, 28 in Nonconformist, and 4 in undenominational schools.

European Education in the North-West Provinces and Oudh

There are two Arts colleges for Europeans in the North-West, St. Peter's at Agra and St. George's at Mussoorie. In 1891-92, they contained between them 17 students. By 1895-96, the number had risen to 58, but in the following year it dropped again to 20, of whom 8 were Non-Europeans. In 1896-97, there were no candidates from either of these colleges for the B.A.; at the Intermediate Examination 34 appeared, but only 8 were successful. Of these, 5 were Europeans, and one European student (from another college) also passed for the B.A. The total expenditure at these two colleges is returned as Rs. 3,353, entirely from fees; but it is hardly possible that this can be correct.

The number of Secondary and Primary schools for Europeans has risen from 30 to 47, and the number of pupils in them from 2,507 to 3,483, or by 39 per cent. But these figures do not include the Martinière boys' school at Lucknow or the Church of England schools at Mussoorie, which send up candidates for the public examinations, but submit no returns to the Department. No school is managed by Government; 42 are Aided, and 5 Unaided. Of the total number of

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pupils, 40 per cent are in Roman Catholic, 20 per cent in Church of England, and 13 per cent in Railway schools.

The revised European Code, which was introduced during the last year, is generally approved by school-managers. The new curriculum provides a more thorough and somewhat longer course of instruction for Primary classes, Latin and French being now begun in standard IV. Provision for teaching the vernacular is now compulsory in all schools attended by boys, and object lessons must be given in all standards up to the seventh. A course of manual training, including instruction in the use of simple tools, is also prescribed; but the only school in which an attempt has yet been made to carry out this part of a boy's education is the Colvin Free School at Allahabad. The attendance grants under the revised Code being somewhat less than those formerly awarded, more money is now available for schools for the poorer classes. In addition to the ordinary instruction grants, Government now gives one rupee a month for each free day-scholar in average attendance, and Rs. 4 a month for each free boarder, being six times as large as the corresponding grants in Bengal. "The three towns in which destitute children are chiefly found are Allahabad, Agra, and Lucknow, where both the Roman Catholic Church and the Church of England are doing what they can to avert the life of misery and shame which awaits the uneducated European child in this country. Though all the schools are very much crippled for want of funds, the general education given in them is, in many respects, good." As another result of the revised Code, a Training class for female teachers was opened shortly before the close of last year, which promises to be a success. "At the end of the term, the students will probably have a fair theoretical acquaintance with the principles of teaching and schools management, and should know quite as much of psychology as an ordinary graduate of the University of Allahabad."

The results of public examinations show changes which are only in part due to the revision of the Code. The popularity of the Final Standard or High School Examination has reduced the number of passes at the Matriculation from 16 to 4, of whom 8 and none respectively were girls. But the number of passes at the Final Standard Examination has risen from 32 to 55, of whom 15 and 26 respectively were girls. The Middle and Primary Examinations are now compulsory for certain standards under the revised Code. Consequently, the number of passes at the former has risen from 15 to 103, of whom 12 and 36

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respectively were girls; and at the latter from 20 to 258, of whom 10 and 101 respectively were girls. The average of success is almost universally higher among girls than among boys.

The total Direct expenditure on Secondary and Primary schools has apparently fallen in the five years from Rs. 4,07,452 to Rs. 3,47,258. But this decrease is purely nominal, being due to the inclusion of boarding charges and other items for certain Secondary schools in 1891-92. As a matter of fact, the amount contributed from Provincial Revenues has risen from Rs. 78,785 to Rs. 1,04,600, or by 33 per cent, which is only slightly less than the rate of increase in pupils; and the amount from "other sources" has risen from Rs. 73,635 to Rs. 1,16,142, or by 59 per cent. The average grant per pupil has fallen by about one rupee, being now Rs. 31-9. It is not possible to determine the increase in fees in Secondary schools, but in Primary schools they have more than doubled. The average fee in all Aided schools is now about Rs. 40 a year, and provides three-eighths of the total expenditure. The number of scholarships has risen from 7 to 28, of which 5 and 8 respectively were held by girls. In 1896-97, the total expenditure on scholarships was Rs. 2,075, of which Rs. 1,740 came from Provincial Revenues. In addition to the Direct expenditure on Secondary and Primary schools, Rs. 1,06,027 was spent in the last year on buildings and furniture, almost entirely from Private Funds, which (with miscellaneous items) augmented the total expenditure on European education in the North-West to Rs. 5,26,429.

European Education in the Punjab

There is no Arts college for Europeans in the Punjab, nor did any European in 1896-97 pass a University examination above the Matriculation. Including Private institutions, the number of Secondary and Primary schools for Europeans has risen in five years from 38 to 47, and the number of pupils in them from 2,123 to 2,600, or by 22 per cent. Girls are still more numerous than boys, contrary to the experience of the rest of India; but the wide disproportion between the two sexes that was conspicuous five years ago has now been considerably reduced, which the Director regards as "tending to show that the boys' schools of the Provinces are gradually becoming as popular as the girls' schools." Of the total number of Public institutions in 1896-97, 10 were High schools, 20 Middle schools, and 4 Primary schools. All are under private management, except the four Lawrence

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Asylums for boys and girls at Sanawar and Murree, which are maintained by Government and receive a grant from Imperial Revenues.

Careful inquiries made recently show that "the number of European children in the Punjab receiving no instruction is not considerable, and that active agencies are at work to reach these." The revised Code was introduced in the course of last year; and the Director anticipates, "in the long run, nothing but benefit to the schools and the cause of sound instruction from the new system." With regard to practical instruction, the Director writes: "In boys' schools, it is only in the Lawrence Asylums that any industrial or technical training worth speaking of is given, with the exception of drawing. At both Asylums, this includes carpentry, domestic work, and gardening; and at Sanawar, instrumental music, telegraphy, and printing in addition. In girls' schools, needlework is compulsory, and somewhat more attention is now given to domestic duties in schools for the poorer classes; but it is again chiefly in the Asylums, and in the Mayo School at Simla, that industrial occupations have anything like their proper place. These occupations comprise, in the infant departments, a certain amount of Kindergarten work, and in the higher classes almost every kind of household work. The revised regulations offer special grants to schools for the poor in furtherance of manual and industrial training; and it may be hoped that this will, in time, have the effect of making such training more general. But the matter is not without its difficulties, the chief being that, beyond its educational value, this training, in the case of boys, leads only to a few openings as workshop apprentices, on a pittance usually a good deal below the margin necessary for bare existence." Nothing is said in the Report about the training of European teachers.

The results of the prescribed examinations show very marked improvement. In 1896-97, at the University Matriculation, 18 boys passed out of 20, and all the three female candidates, compared with only 4 boys out of 15 five years before. At the High Schools Examination, 11 boys passed out of 23, compared with 7 out of 9; and 4 girls out of 10, compared with all 3 candidates five years before. At the Middle School Examination, 46 boys passed out of 50, compared with 9 out of 11; and all the 33 female candidates, compared with 7 out of 16. At the Primary School Examination, 128 boys passed out of 129, compared with 27 out of 35; and 106 girls out of 107, compared with

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28 out of 37. These high averages of success seem to indicate, as the Director hints, that the standard at both the Middle and Primary tests might be raised without disadvantage. At the High Schools Examination, boys did better than girls; but the opposite was the case at all the other examinations, and a girl always headed the list.

The total Direct expenditure on Secondary and Primary schools for Europeans has risen in five years from Rs. 1,49,882 to Rs. 1,77,207, or by 18 per cent, being slightly higher than the rate of increase in pupils at Public institutions alone (16 per cent). About seven-ninths of the increase was covered by Private Funds. Excluding the expenditure on the Lawrence Asylums, Provincial Revenues provide about 33 per cent of the expenditure on ordinary schools, fees 49 per cent, and "other sources" 18 per cent. The average cost of a pupil in the Asylums is about Rs. 57-12 a year; of a pupil in ordinary schools, about Rs. 92-4. The income from fees has risen from Rs. 58,499 to Rs. 71,560, or by 22 per cent. But this increase is wholly under High schools. In both Middle and Primary schools fees show a decline, which is very marked in the former, notwithstanding an increase in the number of pupils. "The reason of this is not clear; but is probably owing to the stricter rules now in force for properly distinguishing in boarding schools between payments for tuition and for board." The rates of fees charged differ rather widely in different schools; but the European Inspector gives the average rates as being from Rs. 10 to Rs. 16 a month in High departments, from Rs. 5 to Rs. 7 in Middle, and from Re. 1 to Rs. 5 in Primary departments. The average annual fee per pupil in ordinary schools is Rs. 45-10; and on this, and the fact that fees cover 49 per cent of the total expenditure, the Inspector remarks that "Europeans pay a comparatively high price for their education." The total number of Government scholarships open to European schools is 46, awarded on the results, of the public examinations; but of these only 30 were actually held in 1896-97. There were also two other scholarships current, making altogether one scholarship for every 27 pupils in Secondary departments. Ten of the Government scholarships were held by girls. The expenditure on scholarships was Rs. 2,404, almost entirely from Provincial Revenues. Adding Indirect expenditure for buildings, furniture, and miscellaneous (including boarding charges), the total expenditure on European education in the Punjab amounted in 1896-97 to Rs. 4,56,653, of which no less than Rs. 1,21,606 was contributed from imperial Revenues.

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European Education in the Central Provinces

The number of schools for Europeans in the Central Provinces has risen in five years from 21 to 28, and the pupils in them from 993 to 1,157, or by 17 per cent. Here again, as in the Punjab, boys have increased faster than girls, and now form the majority. According to the Report of the Director, the number of schools was only 13 in both years, though the names 14. These differences are presumably due to reckoning Secondary and Primary departments for boys and girls as separate institutions. Except 4 Railway schools, all the rest seem to be under Mission management.

Nothing is said about the introduction of the revised Code. The Director states that the schools generally have maintained a high standard of efficiency, though the report of the European Inspector singles out one for adverse comment. Accommodation and appliances are, on the whole, good; and in 1895, large improvements and additions were made to the Bishop's School at Nagpur and the Christ Church School at Jubbulpore. Much attention is given to physical training, musical drill and calisthenics being a special feature of the Roman Catholic schools. The older boys are enrolled in a cadet corps, and 54 qualified for the capitation grant. In connexion with the report of the Committee on the revision of the European Code, proposals are now under consideration for the training of European teachers, and for giving a more practical bent to the course of instruction. It is suggested that the Nagpur Training Institution should be utilised for training European teachers, that manual training on the Slojd system should be introduced into the larger boys' schools, and that encouragement should be given to shorthand and typewriting in schools for both sexes. The results of the prescribed examinations are favourable. In 1896-97, the passes at the Matriculation were 16, and at the High School Examination 4, compared with none at either examination five years before. Almost all of these were from the St. Francis de Sales' School at Nagpur. At the Middle Examination, 45 passed, compared with 40; at the Upper Primary, 63 compared with 42; and at the Lower Primary, 129 compared with 74. The total Direct expenditure has risen from Rs. 49,151 to Rs. 59,402, or by 20 per cent, being slightly higher than the rate of increase in pupils. But by far the greater part of this increase has been met from fees, which have almost doubled. Provincial Revenues have risen from Rs. 20,169 to Rs. 22,276, owing to the revision of the four years' grant in 1893; but Municipalities have

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reduced their grants from Rs. 2,867 to Rs. 1,890. "Other sources," which provide a smaller proportion than in any other Province, have also decreased. In 1896-97, the average cost of each pupil was Rs. 52-13, of which Public Funds contributed Rs. 22-11. In addition, Rs. 1,850 was spent on scholarships and Rs. 4,232 on buildings, augmenting the total expenditure on European education in the Central Provinces to Rs. 65,484.

European Education in Burma

The number of schools for Europeans in Burma, Secondary, Primary and Special, has risen during the last five years from 20 to 22, and the number of pupils in them from 1,049 to 1,668, or by 59 per cent. In every class of school the girls greatly exceed the boys in number; but a large proportion of European children in Burma attend other schools where their sex is not distinguished, the total number under instruction in 1896-97 being 2,308. The results of the prescribed examinations are not satisfactory, whether we consider European schools only or all Europeans under instruction. Comparing the last year of the quinquennium with the first, the passes at the B.A. have fallen from 2 to 1, and at the F.A. from 5 to 4. The passes at the Matriculation have risen from 24 to 26, the increase being entirely in schools for Europeans, though these do not yet win one-half of the whole. The passes in Standard VIII, corresponding to the High School Examination, show a considerable rise, from 28 to 51. At the three standards of the Middle Examination, the passes have fallen from 264 to 239; at the two standards of the Upper Primary, they are practically unchanged; and at the two standards of the Lower Primary, they have fallen from 406 to 381. The total Direct expenditure on Secondary and Primary schools has risen during the five years from Rs. 72,649 to Rs. 99,503, or by 37 per cent, being considerably less than the rate of increase in pupils. The amount borne by Provincial Revenues has risen from Rs. 19,535 to Rs. 26,338, or by 35 per cent; but for the balance no details are given. In addition, Rs. 1,630 was spent in 1896-97 on scholarships, Rs. 6,756 on Special schools, Rs. 12,700 on buildings and furniture, augmenting (with miscellaneous items) the total expenditure on European education in Burma to Rs. 1,34,791.

European Education in the Other Provinces

There is only one school in Assam for European children. It is

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situated at Shillong, and has been conducted for some years past by Miss Blake, who receives from Government Rs. 50 a month for house-rent and Rs. 90 a month as a grant-in-aid. In 1896-97, the number of pupils was only 18, all in the Primary stage. Here again girls are more numerous than boys. Including those attending other schools, the total of Europeans under instruction was 24, compared with 26 five years ago. But it should be stated that Government provides two scholarships of Rs. 15 a month, to enable European boys to attend schools in Bengal. In view of this inadequate provision for the considerable number of Europeans and Eurasians to be found in Assam, the Chief Commissioner had agreed to proposals for establishing two good schools at Shillong, one for boys and one for girls; but the strain on Provincial finances caused by the earthquake has compelled the postponement of this scheme. It has, however, been resolved to re-organise the present school on a firmer basis, and to provide a new building, in place of the one destroyed by the earthquake.

The school for Europeans that formerly existed in Coorg, known as St. Mark's School, was closed in 1896, for want of sufficient attendance. The number of European children under instruction has consequently fallen in five years from 21 to 3, all in the Primary stage. The Bengal Code of regulations for Europeans is in force in Coorg.

There is one school in Berar for European children. It is situated at Amraoti, and is under Roman Catholic management. In 1896-97, the number of pupils was 58, of whom 13 were Natives of India. Girls were nearly twice as numerous as boys. There were no other Europeans under instruction in the Province. According to the report of the Inspector: "Kindergarten toys and songs, drawing, paper-folding exercises, needlework, and singing form an excellent feature of the school. The boys and girls are cheerful and happy. Since the boys' department has again been looked after by the Sisters, its discipline has improved; and although the number is still much below that of girls, their studies are nearly on a par. Altogether, the school continues to be excellently managed." In 1896-97, the total expenditure was Rs. 1,938, consisting of Rs. 1,338 from Provincial Revenues, together with a grant of Rs. 600 from the Municipality of Amraoti.

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J.S. COTTON

Education of Indian Chiefs, Noblemen and Backward Classes

EDUCATION OF SPECIAL CLASSES

In Mr. Nash's Review, the corresponding chapter was confined to the few institutions specially maintained for the education of the sons of native chiefs and noblemen, of which the Rajkot College in Bombay is the best example. Unfortunately, no information is available about two of the most important of such institutions, the Mayo College at Ajmere and the Rajkumar College at Indore, which perform for the large States of Rajputana and Central India the same service that the Rajkot College does for the smaller States of Kathiawar. In the present Review, it has been thought not inappropriate to include in the same chapter an account of the measures adopted in the different Provinces to provide for the education of other special classes of the population, whose poverty or backward condition requires exceptional treatment, such as the Panchamas and Mappillas of Madras, the hill tribes of Chota Nagpur and the Central Provinces, and the Karens of Burma. These were dealt with by Mr. Nash in his chapter on Primary Education.

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Education of Native Chiefs and Noblemen

No special institution exists in Madras for the education of native chiefs and noblemen. A proposal to establish such an institution at Guindy, near, Madras city, was brought forward by the then Director in 1888, but was rejected by the Government on financial grounds. The Court of Wards, however, maintains a small establishment at Madras, consisting of a European tutor and a Native assistant, to whom is entrusted the education of the more wealthy *zamindars* under the care of the court. A few of the other *zamindars* have private tutors, and some attend the ordinary schools. Statistics are given for the five years ending 1895-96, showing the number of children of *zamindars* who were known to be receiving some sort of education. In 1895-96, the total was 60, of whom 6 were girls. Only 3 were under the European tutor of the Court of Wards; 38 were attending Secondary schools, and one was at college. Six minors were receiving instruction in revenue law and the details of estate management. During the last five years, a few passed the F.A. and B.A. examinations of the University. Three princes of the Cochin State attended the Presidency College at Madras during this period, of whom one passed for the B.A., and another for the F.A., while the third joined the College of Agriculture at Saidapet.

In Bombay, the special institutions maintained are—the Rajkumar College at Rajkot in Kathiawar; the Girassia School at Wadhwan, also in Kathiawar, intended for a less wealthy class; the Scott College at Sadra, in the Mahi Kantha Agency; and a *talukdari* school at Vajeria, in the Rewa Kantha Agency. All of these are in Gujarat. The Thakore of Gondal (in Kathiawar) has recently opened a special school under an English head-master for the Bhayats of his family; and at Kolhapur (in the Southern Mahratta country) there is a special class in the Rajaram High School for the sons of *sardars* and *jagirdars*. In Sind, there are two special schools for the descendants of the Mirs (the former rulers of the country); the opening of one central school for this class at Hyderabad has been determined upon, but postponed for financial reasons. "Of these institutions, it may be said that the Rajkumar College and the Girassia School are successful and popular, and effectively serve their special purpose. The Scott College also does useful work. The Vajeria School is very small, and the two Sind schools are not altogether satisfactory." Apart from special institutions, a large number of children of *talukdars*, *jagirdars*, and *zamindars* attend the ordinary schools. In 1896-97, no fewer than 553 boys and 50

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girls of this class were returned for the Northern Circle alone (Gujarat, excluding Kathiawar). "It may be stated generally that, from year to year, the Chiefs and *talukdars* recognise more fully the necessity for education, and allow the residence of their children at special schools without alarm or distrust. I can remember the early days of the Rajkumar College, when a constant struggle was waged with parents who would not let their sons rejoin after vacations, and who sought for every pretext to withdraw them altogether. In a report received since the close of the year, I notice that out of 41 boys on the roll only one had been absent more than 50 days out of 176, and two more than 40 days. It need hardly be said that, under such circumstances, education becomes really profitable, and the healthy influence of school-life can be adequately developed."

The number of boys at the Rajkumar College remains at 41, of whom 21 are in the High stage. Their ages range from 8 to 18. In 1896-97, the total expenditure was Rs. 48,845, of which Rs. 40,733 was derived from fees, the average cost of each pupil being Rs. 1,286, compared with Rs. 848 five years ago. After recording the appointment of a barrister on the staff, to teach the elements of law to the first class, it is thought worthy of record in the Report that "the physical side also was strengthened by the appointment of Mr. N.C. Bapasola, the famous Parsi cricketer, as cricket-coach." It was this college, it may be added, that produced Kumar Shri Ranjitsinhji. "The college may be said to be thoroughly efficient, and under sympathetic management; and the only note of anxiety struck by the Principal is as to the future of some of the Kumars, who leave college full of activity and eager for suitable employment, which they cannot always obtain in their own States." At the Girassia School at Wadhwan, the number of pupils has risen from 57 to 60, of whom 14 are in the High stage. In 1896-97, the expenditure was Rs. 10,472, entirely derived from fees, the average cost of each pupil being Rs. 166, compared with Rs. 148. This school is also very popular and efficient, and plays an important part in educating the sons of the lesser *talukdars* of Kathiawar. At the Scott College, the number of pupils has risen from 30 to 34, of whom nine are in the High stage. In 1896-97, the expenditure was Rs. 3,155, of which Rs. 2,303 was derived from fees, the average cost of each pupil being Rs. 96, compared with Rs. 95. None of these institutions receives any aid from Public Funds.

In Bengal the only institution of this class is the Nawab's

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Madrasa, at Murshidabad, for the descendants of the late Nawab Nazim. Though classed as a *madrasa*, this is really a High school, with six English masters, but no pupil has ever passed the Matriculation. The number of pupils has risen from 59 to 60, of whom 22 are boarders; but the expenditure has fallen from Rs. 15,219 to Rs. 11,873. In accordance with an agreement entered into in 1882, when the pension of the Nawab was reduced, the entire cost is borne by Provincial Revenues. Regarding the native chiefs of the Tributary Mahals of Orissa, the Commissioner writes: "When they are minors, they are educated at the Ravenshaw College, Cuttack; otherwise they can hardly be said to be educated, which accounts for the appallingly bad chiefs some of them are." It should be added that English tutors are frequently employed in Bengal for the education of wealthy minors under the Court of Wards.

In the North-West the only institution of this class is the Colvin School at Lucknow, for the sons of Oudh Talukdars. This is not mentioned in Mr. Nash's Review, possibly because it was not then in existence. In 1896-97, the number of pupils was 32, all of them boarders, 18 being Hindus and 14 Muhammadans. There was no Matriculation class; but two were sent up for the English Middle Examination, of whom one passed. Nothing is said about the expenditure or its sources. The general behaviour of the boys was excellent, with one exception, which was punished by expulsion, corporal punishment not being approved; and improvement is reported in the important matter of punctuality in return after the vacations. "Increased interest, if possible, has been shown in all the outdoor games, especially cricket, while among indoor games billiards and whist are the favourites. An excellent magic lantern was bought for the recreation room last autumn; and a series of entertainments, comprising recitations and the representation of short dramatic scenes (notably one from *Othello*), afforded occasional amusement during the winter months. The riding school has been carried on as usual, but only 16 boys were provided with ponies." Some sons of native gentlemen of rank are found in ordinary schools, and some are no doubt educated privately at home. "But speaking generally, this class does not show much desire for English education; and in so far as they neglect it, they fail to qualify themselves for their rightful position in the country.

In the Punjab, a very suitable provision for the education of the native chiefs and gentry of the Province exists in the Aitchison College

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at Lahore. Its aim is to give, as far as the circumstances will permit, and without interfering with hereditary customs, a healthful and gentlemanly training on the lines of an English public school. Unfortunately, the advantages of such a training are not as yet appreciated by those who might be expected to be the warmest supporters of the institution. The number of pupils has fallen from 86 to 60, of whom 7 attend lectures in the Government College, and 13 are in the High stage. Nothing is said about expenditure or its sources. The report of the Inspector is very favourable generally, though a number of minor defects are noticed. At the Middle School Examination, all the 8 candidates passed; and at the Matriculation, 3 out of 6. "The bearing of the boys is described as excellent; physical training is amply provided for; the class and boarding equipment is very satisfactory; and the organisation and discipline are creditable to all concerned." Apart from the Aitchison College, the degree to which gentlemen of rank in the Punjab are taking to education becomes more apparent every year; and this fact was emphasised in 1896-97, by the wish of the heir of one of the ruling States to appear at a University examination. According to returns submitted by the Inspectors, out of 660 boys of family rank and school-going age, only 13 (some of whom are very young) are not receiving instruction of some kind, while 541 are at ordinary schools. "The numbers attending the Aitchison College, from all the Circles except Lahore, is very small, especially from Rawalpindi and the Derajat; and it would, without doubt, be of great advantage to the families themselves, as well as to the Province, if more of those who are now content with the ordinary schools were to receive a gentleman's training along with their equals at the Aitchison College."

The Rajkumar College in the Central Provinces was transferred in 1895 from Jubbulpore to Raipur, where it is more accessible to the numerous States of the Chhattisgarh Division. The number of pupils has risen from 8 to 23, the expenditure from Rs. 3,410 to Rs. 12,769, and the average cost of each pupil from Rs. 426 to Rs. 555. In 1896-97, the receipts from fees produced 61 per cent of the expenditure, the remainder being met from an endowment subscribed by the ruling chiefs of Chhattisgarh, who are represented by six members on the governing body. The aim of the school is to give a sound English education up to the Middle standard, and eventually to qualify boys for admission to the University. One pupil passed the Middle School Examination in 1895-96. The progress made under the new Principal

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has been highly satisfactory. The instruction is sound, and care is taken, by the encouragement of such subjects as physical science and drawing, not to make it too bookish. To moral and physical training much attention is given, every effort being made to foster a manly spirit by means of games and athletic sports. The boys play cricket and football, and all of them ride. With sanitary surroundings and daily exercise, the physique of the pupils, as might be expected, improves from the time they join the institution."

Education of Backward Classes in Madras

The backward classes that receive special attention under the educational system of Madras are the Panchamas, the aboriginal or hill tribes, and the Mappillas. The word Panchama means literally "the fifth class." It has recently been brought into use, not only for the sake of brevity, but also to take the place of the terms Paraiya (= pariah), out-caste, etc., with all of which some idea of degradation is associated. In 1893 the Government sanctioned a series of eight proposals for encouraging education among the backward classes, which has been considered by Missionary and other philanthropic bodies as the Magna Charta of Panchama education:—

"1. Panchama students in Training schools under public management should be given an additional stipend of Rs. 2 a month;
2. Panchama students who seek admission into Training schools under private management should be granted the higher rates of stipendiary grants under the Grant-in-aid Code;
3. Local Boards and Municipalities should be required to open special schools for these classes in all large Panchama villages and suburbs where such schools do not exist;
4. *Poramboke* lands [= Government waste] should be granted free as sites for Panchama schools;
5. For Panchama pupils attending 'salary results' schools, 'results stipends' should be paid at the maximum rates;
6. The night school system, which is eminently suited for the education of these and other labouring classes, should be specially developed and encouraged;
7. 'Results grants' for Panchama pupils in 'results schools'

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should be paid at 50 per cent in excess of the standard rates; and

8. Refund of building grants should not be claimed, if the buildings have been used for school purposes for six years."

In addition to the above concessions, 19 Government scholarships for boys and 15 for girls are reserved for pupils of the backward classes, on the results of the prescribed examinations; and a preference is given to them in awarding the F.A. scholarships. A Training school for Panchama teachers has been opened at Madras city. "The necessity for a special inspecting agency has not been felt as yet, nor can funds be spared for the purpose. Moreover, the employment of such an agency for the supervision of Panchama schools would, I apprehend, have the effect of perpetuating the idea of the social degradation of these classes, and would prove a serious obstacle to the gradual disappearance of the existing prejudices against them." During the last five years, the total number of institutions wholly or chiefly intended for Panchamas has steadily risen from 1,437 to 2,468, or by 72 per cent, and the number of pupils in them from 31,659 to 57,894 or by 83 per cent. The number of Panchama boys has risen from 20,970 to 34,527, and of girls from 3,648 to 4,961. The number in the higher stages is still infinitesimal. In 1896-97 the proportion of pupils to the population of school-going age was 8.3 per cent for boys, rising to 49.4 per cent in Madras city; and 1.1 per cent for girls. It should be stated that these figures do not include Native Christians, a majority of whom are Panchamas by race. The total expenditure on Panchama schools in 1896-97 was Rs. 2,27,870, of which 39 per cent, was borne by Public Funds, and 54 per cent was derived from "other sources," indicating the extent of Missionary contributions.

The vast majority of aboriginal and hill tribes in Madras are to be found in the Agency Tracts of Ganjam, Vizagapatam, and Godavari, where, in the absence of any Local Boards, the entire charge of education devolves upon the Department. Accordingly, the Grant-in-aid Code provides for the payment of "salary and result grants" to all schools in these Tracts out of Provincial Revenues; and the Government maintains in them a large number of Primary, and a few Lower Secondary schools. "Results grants" are given to schools under private management at double the standard rates; and pupils belonging to hill tribes, who attend the schools maintained by Government, are

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supplied free with books and slates. A number of special scholarships have been instituted for Savara boys. Further, the regulations provide for the payment of an additional allowance not exceeding Rs. 5 to students in Primary Training schools in the Agency Tracts, and to teachers in the Agency Tracts sent for training elsewhere. Aboriginal tribes in other parts receive similar encouragement. They are included in the list of backward and indigent classes enumerated in the Grant-in-aid Code, and are admitted to all the privileges of poor schools. District Boards are pressed by the Department to open schools, for these classes wherever necessary, and "results grants" are paid to them at 50 per cent above the standard rates. Among the tribes whose education is thus encouraged are Lambadies in the Kistna District, Chenchus in Kurnool, Yenadis and Yerukulas in Nellore, Badagas, Kotas, and Todas in the Nilgiris, and Malayalis in Salem. During the last five years, the number of schools in the Agency Tracts specially intended for hill tribes rose from 267 to 324, or by 21 per cent; and the pupils in them from 6,704 to 8,337, or by 24 per cent. The total number of aboriginal pupils throughout the Province has risen from 821 to 3,299 for boys, and from 34 to 74 for girls. Part of this increase must be attributed to the institution of special scholarships for Savaras. In 1896-97, the total expenditure on schools for hill tribes was Rs. 50,425, of which 79 per cent was borne by Public Funds.

Something has already been said about Mappillas in the preceding chapter on Muhammadan Education. This class of the community has engaged the special attention of the Department since 1886. In that year, all "results grants" to Mappilla schools were made payable from Provincial Revenues, instead of from Local Funds; a Mappilla Training school was opened in North Malabar; the inspecting agency was strengthened by the appointment of an additional inspecting schoolmaster; and a few special scholarships were instituted to encourage Mappilla boys who had passed the Upper Primary Examination to continue their studies in a higher stage. After the Mappilla outbreak of March 1894, the special concessions in the Code for backward classes were extended to the Mappillas in two *taluks* of the Malabar District. Further, the following proposals were sanctioned in June, 1895; (1) the employment of an additional Sub-inspector for Mappilla schools; (2) the employment of two more inspecting schoolmasters for the *taluks* above referred to, to be paid from Provincial Revenues; and (3) the establishment of 14 new schools in

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these *taluks*, at the cost of Rs. 2,100 from Provincial Revenues, to be administered by the Local Board. Since the close of the period under review, the Director has recommended the institution of a number of special scholarships for Mapilla pupils of Primary schools in these *taluks*, and the opening of a special class in the School of Commerce at Calicut, in which instruction in commercial subjects should be imparted to Mappillas in Malayalam. He is not, however, very sanguine of any immediate improvement, for the people are still indifferent to secular education, and the finances do not admit of any large outlay. In 1896-97 the number of Public boys' schools for Mappillas was 378, with 19,208 pupils; and of girls' schools 13, with 652 pupils. In addition, there were 243 Private institutions, with 9,883 pupils, who only learn the Koran by rote. The total number of Mappilla pupils shows no increase during the five years. In 1896-97 the expenditure on Mappilla education from Public Funds amounted to Rs. 34,200.

The Director adds some interesting details about the efforts made to promote education among the Laccadive islanders, though without much success, owing to the infrequent intercourse between the islands and the mainland, and the heavy work of the inspecting staff. About the close of 1891, when the Collector of Malabar visited the islands attached to his District, the inhabitants expressed a desire to learn English and Hindustani, as being of wider use than Malayalam, the language they had hitherto been learning. Accordingly, arrangements were made by the Collector for the teaching of Hindustani in addition to Malayalam in the island of Androth, and for the teaching of English also in Minicoy. In Androth the work was entrusted to the Amin's *gumasta* on a total salary of Rs. 25 a month, and in Minicoy to the hospital compounder on Rs. 20 a month besides "results stipends." Endeavours were made at the same time to place on a better footing the education of boys in three smaller islands. In December, 1892, the Assistant-Collector of Malabar took advantage of his visit to the islands to inspect the schools, and to conduct an examination of the pupils through on official who had once been a schoolmaster. Out of 57 boys presented, 19 passed, earning a grant of Rs. 116 from Provincial Revenues. At about the same time, the Assistant-Collector of South Canara visited the islands attached to that District. He found 26 teachers employed, and 520 pupils under instruction, of whom 206 were girls. One of the teachers came from the Training school at Calicut, and was very popular. In most of the schools nothing beyond

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the Koran was taught. One of the obstacles to the spread of education in these islands has always been the absence of suitable text-books. A former Muhammadan official of South Canara proposed in 1886 to edit the necessary books; but for want of the help of a Moilar from the islands, he was not able to advance far. The Department then undertook to bring out text-books in Malayalam and Arabic characters, and a Primer was prepared and copies placed at the disposal of the two Collectors on the mainland. Arrangements are now being made for the appointment of a Malayalam teacher in the Government Training school at Mangalore, with a view of giving greater facilities for the training of teachers in the Amindivi group of islands.

Education of Backward Classes in Bombay

In Bombay special measures have been taken for many years for spreading education among the aboriginal and backward races. The number of them to be found at school is returned annually for each District; and it may be remarked that their attendance at once falls off when scarcity begins to prevail. Though the number of aborigines proper is not large, those of them that remain in the Hills are still practically without education of any kind, and they will only be reached when teachers of their own race can go and live among them. But where the Bhils and Kolis and the Kaliparaj (dark races) have descended into the valleys and taken to a sedentary life, there special schools have been opened for them. The District Board of Broach spends Rs. 1,000 on scholarships for Talavias and other aborigines; in Surat, Government has given a grant-in-aid for the extension of education among the Kaliparaj; and in the Native States of the Rewa and Mahi Kantha Agencies special schools are numerous and successful.

"As regards the depressed races whose caste is a bar to their education, our system does not vary. Public schools are open to all castes, and special schools for low castes are permitted; but the Department does not force upon the people the consideration of a question as to which its powers are uncertain. While the last Quinquennial Review gives an interesting account of the success of measures taken in Berar some years ago to place the low-caste boys on a level with others in a school, I can quote an experience in the Kaira District where too hasty action on the part of local officers led to five or six large schools being closed for years, to the huts and crops of the

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depressed people being burnt in one village, and to the imposition of a heavy punitive post on that village for two years. A principle generally accepted by District Boards is that the children of depressed castes shall be so placed as to have shelter from sun, rain, and cold, and that they shall receive a due share of the teaching of the school."

Education of Backward Classes in Bengal

In Bengal, the educational returns only distinguish the aboriginal races, which they subdivide into Christian and non-Christian. No information is available about the progress of education among the low castes generally, whether they are Hindus, Muhammadans, or (in Chittagong) Buddhists. The home of the aboriginal races is chiefly in the Chota Nagpur and Bhagalpur Divisions, the Orissa Tributary Mahals, the South Lushai Hills, the Birbhum and Bankura Districts of the Burdwan Division, and the northern part of the Mymensingh District of the Dacca Division. In all these places special efforts have been made for the encouragement of Primary education. The special Board schools in Mymensingh and the special Departmental schools in Orissa have already been referred to. There are extensive Missionary organisations in all the Districts of Chota Nagpur, whose efforts to spread education among the wild tribes of Bengal have been conspicuously successful. There is, besides, a strong committee at Giridih, the centre of coal-mining industry in those parts, which, with liberal grants from the Department and from the East Indian Railway Company, has done much to educate the children of the numerous colliery labourers, who are mostly of aboriginal or semi-aboriginal descent. The Government High school at Rangamati, the Dublin University Mission High school at Hazaribagh, and the German Mission High school at Ranchi are chiefly intended for aboriginal races. The two latter were started during the period under review. A special Deputy-Inspector is employed for the inspection of Sonthal schools in the Sonthal Parganas. The inspecting *pandits* for the supervision of Primary schools intended for aboriginal tribes should, as far as possible, be aborigines themselves; but the Director fears that this requirement has not always been attended to. The usual limitation of age in the award of Government scholarships is not strictly applied to pupils of aboriginal descent. The Bhunyas of the Tributary Mahal of Keonjhar in Orissa are quoted as an example of the aversion to education evinced by some wild tribes. After the late disturbance they

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ceased to allow their children to attend school altogether, so that in 1896-97 the whole State returned only four pupils of aboriginal descent. "They burnt the school-houses in the disturbance, and are said to regard police and education as equal forms of oppression."

During the five years, the total number of aboriginal pupils in Bengal has risen from 29,663 to 37,870, or by 28 per cent, compared with an increase of 9 per cent for pupils generally. In the last year, the number fell by 1,099, owing to the prevailing scarcity. Those in the Collegiate stage have risen from 7 to 22, of whom 15 are Christians; those in High schools from 223 to 400; those in Middle schools from 911 to 919. Christians have risen from 4,005 to 6,567; non-Christian from 25,658 to 31,303. Nearly 23,000 of the total are to be found in Chota Nagpur, compared with about 18,000. Passes at the Matriculation have risen from 2 to 6; at the Upper Primary Examination from 51 to 59, and at the Lower Primary from 313 to 627. At the Middle School Examination alone is there a decrease, from 33 to 13, chiefly on account of the elevation of the German Mission school at Ranchi from the Middle English to the High English grade.

In 1896-97, the number of schools managed by five different Missions in Chota Nagpur was 203, attended by 6,271 pupils, of whom 1,208 were girls. The total expenditure was Rs. 49,604, of which only Rs. 9,679, or 20 per cent, was borne by Public Funds. The number of schools for the children of miners in the Districts of Hazaribagh managed by the committee at Giridih was 32, attended by 1,383 pupils. One of these is an Industrial school, where the boys learn enough English to understand the technicalities of the work of fitters, carpenters, and blacksmiths. The total expenditure was Rs. 2,487, of which Rs. 1,124, or 45 per cent, was borne by Provincial Revenues. The results of the Primary examinations were not satisfactory. The two special junior scholarships created for aboriginal pupils were awarded to Obed Tiru of the Chaibassa *zilla* school, and John Kujur of the Dublin Mission school at Hazaribagh. They are both Christians, and had been placed in the second and third divisions of the last Matriculation.

Education of Backward Classes in the Other Provinces

In the Report for the North-West nothing is said about any special measures for the education of backward classes, nor of the number of them to be found at school.

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In the Punjab, the special schools existing for the education of low-caste children are mostly Aided elementary schools, which fall under the head of "other schools" in the table of Indigenous schools examined for grants. Though mainly intended for this class, the attendance is yearly becoming more and more mixed. In the Delhi Circle these schools consist entirely of those maintained by the Society for the Propagation of the Gospel and the Baptist Mission. Their number has risen from 10 to 21, and the pupils in them from 276 to 548. Scholarships are awarded in the Gurgaon District to induce boys of the Mina tribes to attend school, but less attention than formerly appears to be paid to this matter. In the Jullundur Circle, 4 schools of this class are said to have been opened recently by the American Mission, and the Inspector returns 130 low-caste children in attendance at ordinary schools. In the Lahore Circle, the schools, of this class have fallen from 35 to 18, and the pupils in them from 531 to 287; but the ordinary Aided elementary schools largely meet the requirements, and the Inspector remarks that the strong feeling against associating with low-caste children is slowly but surely losing ground. In the Rawalpindi Circle, schools of this class comprise the Native Christian Training Institute at Sialkot, with 149 pupils, which has recently been raised to the grade of a High school; 14 elementary schools in the Sialkot District, with 205 pupils; and 3 such schools in the Gujrat District, with 52 pupils. Included among these are 3 so-called Sansi schools in Sialkot, but less is now being done for the education of this tribe than was formerly the case. In the Derajat Circle, no special schools exist either for low-caste children or for the predatory tribes.

In the Central Provinces, the aboriginal tribes returned in the Census of 1891 under the head of "animistic religions" number 2,081,721, or 16 per cent of the total population. During the last five years the number attending school has risen from 1,957 to 4,436, or by more than two-fold; but the proportion to the population of school-going age is still only 1.4 per cent. Living, as they do in the wilder tracts, in small villages or jungle huts, it is difficult to establish schools for them, and still more difficult to get them to attend. The Director thinks, however, that the extension of "combined system" schools has been the means of bringing a larger number of them to school, as the double rates offered for pupils of these tribes have doubtless been appreciated by schoolmasters, who find their education a paying business. The increase of Gonds in the "combined system" schools of

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Raipur was attributed to this cause in the Report for 1892-93: "Every schoolmaster tries to admit as many Gonds as possible. Promotion in this District means the transfer of a master to a school where aborigines abound."

"Boys of low caste are to be found in some of our schools; but the degradation of their position, and the fact that they are not allowed to live in the village but are quarantined in little hamlets of their own, form a bar to their progress. Separate schools for low castes under low-caste schoolmasters exist in some Districts. Seven schools for Dhers have been established in Chanda, and a school for Dhers under a Dher teacher was opened in 1893 at Sironcha. A Dher boy obtained last year a scholarship tenable in an Anglo-Vernacular school situated in one of the largest cities of the Province. The school committee requested me to remove him, as his presence was calculated to offend the susceptibilities of his schoolfellows and would injure the attendance. I declined to do as they wished, and I have not found the attendance at the school decline."

In Burma, special schools are maintained for Karens, Kachins, and some other tribes, as well as for the immigrant Tamil population from Madras. Karen schools, which are confined to Lower Burma, are mainly conducted by the American Baptist Mission. They have made much progress during the quinquennial period; and it has been noticed that the Buddhists among them are beginning to follow the example of their Christian brethren. Anglo-Vernacular education is steadily advancing, but the following statistics apply only to Primary schools. During the last five years, the number of Karen schools has risen from 474 to 516, and the pupils in them from 14,584 to 15,582, of whom a large proportion are girls. Passes in the Primary standards have increased at a yet higher rate. In 1896-97, the total expenditure on them from Public Funds was Rs. 45,476. The Karens enjoy special concessions as to teachers. A Karen schoolmaster on passing the Primary test is entitled to pay at the rate of Rs. 10 a month, and on passing the Secondary test to Rs. 15. "There can be no doubt that much of the efficiency of Karen schools is due to this system. As a rule, Karen schools are of a higher grade than Burmese schools, because several teachers in a school may be receiving Government pay under these rules . . . The condition of education among the Karens of Burma is satisfactory. The schools are liberally supported by the people, who take a great interest in them through their villege committees. They tax

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themselves very considerably for their schools and Missions. Teachers appear earnest in their work, and to be making steady efforts to improve themselves. The Karen teacher is more domesticated. He prefers to work for Rs. 10 in his native village, rather than to go twenty miles away for three times the amount. This tends to greater stability among Karen schools." The American Baptist Mission has also established two schools for Chins, at Sandoway and Thayetmyo; a school for Kachins, at Bhamo; and an Anglo-Vernacular school for Shans and Burmese, at Bhamo. It is only from the Kachin school at Bhamo that teachers can be procured for the Kachin villages, which are very numerous. There are many Private institutions attended by mixed races, including Kachins, in the Bhamo and Myitkyina Districts. A few Private institutions exist for Manipuris only, Burmese being the language taught; but the majority of this race attend Burmese schools. Pupils classed as Chinese are usually the offspring of a Burmese mother, and attend Burmese schools. Chinese, however, is taught at two Roman Catholic schools at Mandalay. In 1896-97, there were 49 Tamil schools, with 1,173 pupils, on which the expenditure from Public Funds was Rs. 3,035. Anglo-Vernacular education progresses among them, but the condition of Primary education is not satisfactory. The majority of the Tamil and Telugu immigrants from Madras are either labourers, or agriculturists scattered in small hamlets, so that it is difficult to collect enough children to form a permanent school. The attention of the Department has recently been turned to the Talaing schools in the Amherst and Thatôn Districts; and text-books for elementary instruction in Talaing are now under preparation. In 1896-97, there were 174 such schools, with 3,125 pupils.

In Assam, the education of the aboriginal hill tribes is provided by various Missions, with aid from Provincial Revenues. The present Chief Commissioner endorses from personal knowledge the favourable opinions expressed by his predecessors as to the admirable work of the Missionaries in this matter. In 1896-97, the number of aboriginal pupils was 8,922, the proportion to the population of school-going age being 4.9 per cent. The race most numerously represented were Khasis (3,315), Manipuris (2,233), Kacharis (1,542), and Miris (633). Schools have recently been started in the Lushai Hills, and Primers in the Lushai language have been printed; and it may be noted as a sign of the times that one of the Lushai chiefs is already able to read and write.

In Coorg, the Coorgs proper, though the aboriginal population,

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cannot be called a backward race. Excluding Brahmos and Parsis, they are probably the best educated class in India, so far at least as Primary instruction is concerned. Special attention is paid to the education of Parayas, the Panchamas of Madras, who are said to be slowly beginning to realize the value of education. The number of special schools for them has risen during the five years from 1 to 6, and the pupils from 27 to 125.

In Berar, there are now two schools for aboriginal races, at Chikalda and Dharni, the latter of which was opened in 1896. The total number of pupils is 213, and the number of passes at the Public examinations seems satisfactory. A boy of this race is now attending the private High school at Amraoti. The total number of low-caste pupils at schools under public management has risen in five years from 1,810 to 1,970, being most numerous in the District of Akola. The passes show an increase under all standards. In addition, there are 252 low-caste pupils attending schools under private management. One boy is studying at the Akola High school. Janu Mahar of Parus maintains a small school at Akola for the boys of his caste, and gives free board to those unable to pay for food and clothing. During last year he constructed a suitable building for the school at the cost of about Rs. 3,000.

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J.S. COTTON

Private Educational Institutions in India

PRIVATE INSTITUTIONS

In accordance with a recommendation of the Education Commission, the term "Private Institution" has been used since 1883 to include all Indigenous schools which have not accepted the Departmental standards of instruction, and also all other schools in which the course of instruction, however advanced, does not conform to the standards prescribed by the Department or the University, and which submit to no public test. In other words, a Private as opposed to a Public institution is a school of any kind not recognised by the Department, and not under inspection. It is important to remember that the distinction has nothing to do with control, nor with the source from which maintenance is derived. Schools under private management and schools entirely supported by Private Funds are both reckoned as Public institutions, provided that they accept the requirements of the Department. The definition, therefore, is an arbitrary one, adopted for the sake of convenience, to comprise a very miscellaneous class of

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institutions, which would otherwise escape notice altogether.

Private institutions may be divided into three classes: (1) advanced, which teach a classical language, such as Arabic or Sanskrit; (2) elementary, which teach either a vernacular or the Koran; and (3) "other" schools, for which no more definite place can be found. The advanced institutions occasionally attain a high standard of Oriental learning, and some of them present their pupils for recognised examinations. Those elementary institutions which give instruction in a vernacular differ but little from Unaided Public schools, except that they are not recognised by the Department. They furnish the most hopeful material for the extension of Primary education. Koran schools, on the other hand, hardly deserve the name of schools at all. They are essentially religious institutions attached to mosques, where Muhammadan boys and girls are taught one of the chief duties of their faith, to recite the Koran in Arabic. It is not necessary that the children should understand the meaning of the words they commit to memory, which are often unintelligible even to the teacher; and usually no attempt is made to give instruction in reading or writing. The "other" schools are of too miscellaneous a nature to deserve further description.

From the statistical point of view, certain features are common to all Private institutions. The figures relating to them, meagre as they are, cannot be relied upon as trustworthy. They are collected through the ordinary inspecting staff, who have no interest in pressing their inquiries or in testing the information voluntarily supplied them. It is probable that the returns vary very much in accuracy in different Provinces, and also in the same Province from year to year, according to the encouragement given to subordinate officials by the heads of the Department. No questions are asked about expenditure, or about stages of instruction. But besides number of institutions and of pupils, the returns distinguish roughly the sex, race, and creed of the pupils, and the languages taught.

General Statistics of Private Institutions

The following Table 1 gives the general statistics of Private institutions, according to their class, for each of the three quinquennial year, 1886-87, 1891-92, and 1896-97:—

Going back for ten years, the total number of Private institutions has steadily risen from 32,828 to 42,139, the rate of increase 19 per

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TABLE 1

General Statistics of Private Institutions, 1886-87, 1891-92, and 1896-97

Class of Institution		*1886-87*		*1891-92*		*1896-97*	
		Schools	*Pupils*	*Schools*	*Pupils*	*Schools*	*Pupils*
Advanced Institutions:—							
Arabic or Persian		5,717	53,745	3,088	39,534	2,647	35,578
Sanskrit		1,868	22,572	2,427	28,833	2,484	29,060
Other Oriental Classics		93	1,062	44	684	49	744
Elementary Institutions:—							
Vernacular	Boys	11,353	162,559	19,235	244,489	24,482	315,633
	Girls	232	3,034	269	4,433	185	3,133
The Koran	Boys	10,615	90,614	12,560	159,755	10,602	158,408
	Girls	1,511	12,620	668	8,117	1,238	16,904
Other Schools	Boys	1,415	24,928	721	20,694	417	7,825
	Girls	24	1,551	105	1,372	35	1,203
Total		32,828	372,685	39,117	507,911	42,139	568,488
Percentage of Increase, compared with preceding year		—	—	19	36	8	12
Percentage of Increase in Vernacular Schools only		—	—	68	50	27	28
Average number of pupils in Vernacular Schools		—	14	—	13	—	13

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cent in the earlier period, and 8 per cent in the later period. The total number of pupils in them has risen yet more rapidly from 372,685 to 568,488, the corresponding rates of increase being 36 and 12 per cent. Considering the uncertainty that attaches to all returns for Private institutions, it is difficult to draw any conclusions from these figures. Two facts, however, seem to be clear: first, that advanced institutions are not tending to increase; and secondly, that a very large number of elementary schools still exist outside the influence of the Department. Advanced institutions for teaching Arabic or Persian have actually declined in number by more than one-half, though the pupils in them have fallen at a much lower rate. This is, doubtless, due to greater accuracy in the returns, many of these so-called advanced institutions being now properly included among Koran schools. Sanskrit institutions show some tendency to increase. But this also is probably due to more complete registration, for there is a general consensus of opinion that the study of Sanskrit is not progressing. The few advanced institutions for other Oriental classics present an insoluble difficulty. They are not found in Burma, where Pali is taught in the Vernacular schools. Nor do they represent schools in Bombay, where Parsis learn Pehlevi and Jews learn Hebrew. As a matter of fact, they occur in the North-West, and the great majority of pupils in them are Hindus. Elementary Vernacular schools have doubled in number, and the pupils in them have nearly doubled, so that they now make up more than half the total of all pupils in Private institutions. The rate of increase was 50 per cent in the earlier period, and 28 per cent in the later period. The average strength of each school has remained almost unchanged, at about 13 pupils, ranging from 40 pupils in Coorg to only 7 in Bengal. Koran schools have varied very little in number. The slight increase in the earlier period is ascribed to the inclusion of advanced Arabic institutions; but this will not explain the decrease in the later period, which is very marked in both Bengal and the Punjab. The number of pupils in Koran schools rose very rapidly in the earlier period, and then remained stationary. Concerning "other" schools, it is enough to say that their numbers are steadily declining.

The figures in this table throw some light upon the vexed question of "mixed education." Including one advanced institution, attended by 55 pupils, the number of Private institutions for girls is 1,459, with 21,295 pupils. But, in order to find the actual number of female pupils, we must first deduct the boys in these schools (1,901), and then add

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the girls at boys' schools (22,758). The total number of girls in Private institutions thus amounts to 42,152, of whom more than one-half (54 per cent) prefer to attend schools for boys. And it should further be noticed that no less than 14,247 of these girls are to be found in Koran schools for boys, showing that Muhammadans have no objection to "mixed education," under certain conditions.

The following Table 2 gives the number of pupils in the chief classes of Private institutions for each of the five years 1892-93 to 1896-97, together with 1891-92 for comparison.

The most important point here brought out is that the increase in pupils was almost entirely confined to the beginning of the period, and was changed into an actual decrease in the last year, when famine affected elementary and Koran schools even more severely than Primary schools under the Department. This is, indeed, what might be expected in the case of schools that are absolutely dependent on voluntary support, and perhaps supplies some testimony to the accuracy of the returns.

The following Table 3 distributes the chief classes of Private institutions according to Provinces for the two years 1891-92 and 1896-97.

Advanced institutions for Arabic or Persian have largely decreased in both the North-West and the Punjab. They have also decreased in Bengal, which still supplies nearly half the total. In Madras, Bombay, and Assam they have increased; but in each case the number is insignificant. Bengal, again, has nearly three-fourths of the total number of advanced institutions for Sanskrit, which have increased everywhere except in the North-West. The rate of increase is highest in Madras. The large increase in elementary Vernacular schools is confined to Madras and Burma. In Bombay, the decrease is due to the plague; in Bengal, to the prevailing scarcity; in the Punjab, to the steady extension of the Departmental system. Koran schools have nearly doubled in number in Madras, and have also increased largely in Bombay (presumably in Sind). In both Bengal and the Punjab, they have decreased much more rapidly than elementary schools, probably from the same causes.

The following Table 4 gives the number of pupils in Private institutions according to Provinces for the three quinquennial years, 1886-87, 1891-92, and 1896-97, together with their proportion to the total under instruction.

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TABLE 2

Comparative Statistics of Pupils in Classes of Private Institutions, 1891-92 to 1896-97

Class of Institution	*1891-92*	*1892-93*	*1893-94*	*1894-95*	*1895-96*	*1896-97*	*Percentage of Increase or Decrease, 1896-97 compared with 1891-92*
Advanced Institutions:—							
Arabic or Persian	39,534	35,914	36,383	37,732	38,066	35,578	−10
Sanskrit	28,833	27,800	30,835	28,788	29,801	29,060	+1
Other Oriental Classics	684	509	531	628	1,564	744	+9
Elementary Institutions:—							
Vernacular	248,922	296,583	308,697	329,570	332,144	318,766	+28
The Koran	167,872	163,839	171,486	170,411	183,642	175,312	+4
Other Schools	22,066	22,706	21,289	8,704	7,208	9,028	−59
Total	507,911	547,351	569,221	575,833	592,425	568,488	+12
Percentage of Increase or Decrease, compared with preceding year		+8	+4	+1	+3	−4	—

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TABLE 3

Classification of Private Institutions according to Provinces, 1891-92 and 1896-97

Province	*1891-92*					*1896-97*				
	Arabic or Persian	*Sanskrit*	*Vernacular*	*Koran*	*Miscellaneous*	*Arabic or Persian*	*Sanskrit*	*Vernacular*	*Koran*	*Miscellaneous*
Madras	28	118	2,845	412	—	35	159	4,179	781	13
Bombay	29	50	1,802	685	201	37	56	1,779	932	14
Bengal	1,294	1,694	4,627	5,969	284	1,219	1,763	4,205	4,717	303
N.W. P. and Oudh	1,155	367	2,961	1,261	—	959	294	2,930	1,412	—
Punjab	566	122	1,608	4,439	319	374	130	1,230	3,566	63
Central Provinces	—	—	80	—	—	—	—	—	—	—
Burma	—	—	5,545	266	13	—	—	10,295	246	44
Assam	12	76	9	192	9	21	82	8	185	13
Coorg	—	—	27	—	—	—	—	41	—	—
Berar	4	—	—	4	—	2	—	—	1	2
Total	3,088	2,427	19,504	13,228	826	2,647	2,484	24,667	11,840	452
Percentage of Increase or Decrease, 1896-97 Compared with 1891-92	—	—	—	—	—	–14	+2	+26	–10	–36

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TABLE 4

Proportion of Pupils in Private Institutions according to Provinces, 1886-87, 1891-92, and 1896-97

Province	*1886-87*		*1891-92*		*1896-97*	
	Pupils in Private Institutions	*Percentage of Total under Instruction*	*Pupils in Private Institutions*	*Percentage of Total under Instruction*	*Pupils in Private Institutions*	*Percentage of Total under Instruction*
Madras	30,853	6	64,473	9	104,548	13
Bombay	65,737	12	67,832	11	70,779	15
Bengal	45,508	3	139,594	9	126,182	8
N.-W. P. and Oudh	77,055	23	65,192	23	71,511	20
Punjab	145,145	52	108,590	42	82,184	31
Central Provinces	49	.0	3,326	3	—	—
Burma	2,859	2	52,586	27	105,827	41
Assam	4,826	7	5,737	7	6,881	7
Coorg	313	8	437	9	419	8
Berar	340	1	144	.3	157	.3
Total	372,685	11	507,911	13	568,488	13

For the whole of India, the proportion of pupils in Private institutions to the total under instruction shows little change. It rose during the earlier period from 11 to 13 per cent, and has since remained at that figure. Some of the Provinces, however, show very wide variations, which are not easy to explain. For example, in Madras the proportion of pupils in Private institutions has steadily risen, from 6 to 13 per cent; whereas in the Punjab it has fallen as steadily, from 52 to 31 per cent. In Bengal, the proportion first rose from 3 to 9 per cent, and then dropped to 8 per cent. The case of Burma is the most remarkable of all. In 1886-87, when the Province consisted of Lower Burma only, the number of pupils in Private institutions was as low as 2,859, or 2 per cent of the total under instruction; and Sir Alfred Croft felt himself justified in holding up Lower Burma (with Bengal) as an example of the extent to which the Department had been successful in absorbing Indigenous schools. But in 1891-92, when Upper Burma has been annexed, the number of pupils rose to 52,586, and the proportion

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to 27 per cent; and by 1896-97 the number has still further risen to 105,827, and the proportion to 41 per cent. It should be added that the incorporation of Upper Burma is not of itself sufficient to account for this great change; for in 1896-97, no less than 56,370 pupils in Private institutions, or more than half the total, are to be found in Lower Burma. On the other hand, the proportion has remained absolutely uniform during the ten years in Assam, and shows little change in Bombay and the North-West. For the Central Provinces, no Private institutions whatever are now returned, the Director being of opinion that they have all been absorbed in the Departmental system.

The following Table 5 distributes the pupils in Private institutions according to race or creed for 1896-97:—

TABLE 5

Pupils in Private Institutions according to Race or Creed, 1896-97

Race or Creed	*Number of Pupils*	*Percentage of Total Pupils in Private Institutions*	*Percentage of Total Race or Creed under Instruction*
Europeans and Eurasians	187	.1	.6
Native Christians	5,655	1.0	4.9
Hindus	223,052	39.2	7.6
Muhammadans	236,027	41.5	24.4
Others	103,567	18.2	33.3
Total	568,488	—	13.0

The significant feature of this table is the extent to which Private institutions are attended by Muhammadans and "others." Nearly one-fourth of the total number of Muhammadans under instruction, and just one-third of the total number of "others," are to be found in Private institutions. In the former case, the explanation is to be found in the attendance at Koran schools and advanced institutions for Arabic and Persian; in the latter case, in the condition of Burma, where a large field of work still lies before the Department.

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Private Institutions in Madras

During the last five years, the total number of Private institutions in Madras has risen from 3,403 to 5,167, or by 52 per cent; and the total number of pupils in them from 64,473 to 104,548, or by 62 per cent. This rate of increase is much larger than in any other Province, excepting Burma. It extends to all classes of institutions, but is most marked in the case of elementary schools. It is also noteworthy that the greater part of the increase occurred in the two years 1893-94 and 1894-95, when, "owing to the strict enforcement of the Educational Rules, a large number of institutions which had previously been classed as Public passed to the list of Private institutions, the managers being unable to fulfil the conditions of recognition." Some part of the increase, however, is due to more complete registration, effected through the agency of inspecting schoolmasters.

Of the advanced institutions, Sanskrit schools alone have taken advantage of the provision in the Grant-in-aid Code, which authorises the payment of one-third of the salary of Oriental teachers. The total amount paid on this account from Public funds in 1896-97 among seven Sanskrit schools was Rs. 784. The most important of this class is the Sanskrit High School at Tiruvadi, with 101 students. It is managed by the Tanjore District Board, and is supported from endowments attached to the Tanjore palace. The students are taught and boarded free. The subjects taught include the higher branches of Sanskrit literature, philosophy, grammar, logic, and mathematics. Examinations are conducted annually by a distinguished *pandit*. Two other Sanskrit schools, with 69 students, rank as High; and 156 schools, with 2,597 students, as Middle. The two Districts of Tanjore and South Canara each have more than 400 Sanskrit students, while Madras city has only 45.

Advanced schools for Arabic or Persian number 35, with 2,280 students. All of them are now classed as Middle, though five years ago three of them, with 370 students, were classed as High. None of them receives any aid from Government. The two Districts of Malabar and Salem each have more than 500 Arabic students, while Madras city is altogether unrepresented.

Elementary schools for boys (including Koran schools) have increased in number from 3,247 to 4,925, and the pupils in them from 60,088 to 98,435. Malabar has by far the largest number of pupils (17,700), which is presumably due to its Mappila population. Then

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follow the Tamil-speaking Districts of Tinnevelly, Tanjore, and Madura, each with more than 9,000 pupils. At the other end of the scale are three of the four Ceded Districts—Kurnool, Anantapur, and Cuddapah—each with less than 1,000. Elementary schools for girls, which are all Koran schools, have increased from 10 to 48, and the pupils in them from 176 to 1,066. They are almost confined to the two Districts of North Arcot and Cuddapah.

Private Institutions in Bombay

The annual returns for Bombay show wide variations in the total attendance at Private institutions, partly owing to the inherent defects of these schools, which rarely keep a register, and partly to the plague, which reduced the number of pupils in the Central Division alone by more than 10,000. Taking elementary schools by themselves, the number of pupils in boys' schools was 67,932 in 1892-93, and fell to 59,789 in 1896-97; whereas the number of pupils in girls' schools was 1,641 in the earlier year, and rose to 7,722 in the later year. Advanced institutions show a steady growth. The total attendance at all Private institutions reached its maximum in 1895-96 with 76,676, and fell in the following year to 70,779. This drop may be entirely attributed to the effects of the plague.

On the general question the Director writes as follows:

> "The Joint Schools Committee in Bombay appointed a special officer to search the town for Private Muhammadan schools; and many were discovered in obscure parts of the city, which will, it is hoped, be developed by Judicious aid. This accounts partly for the increase under advanced institutions for Arabic. The increase in advanced institutions for Sanskrit is due to efforts which have lately been made in many parts of the Presidency to revive the study of Sanskrit, which seemed likely to die out. The old Shastris are often not replaced by their sons, who have taken to secular and especially English education; and many Native gentlemen have seen with regret the gradual extinction of the old learning. Thus, the number of Sanskrit schools has increased; and the Department aids some of them with lump grants, and recognises special standards where intelligently drawn up.
>
> The elementary schools show a tendency to decrease, which is healthy in so far that the better schools come under Departmental

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recognition and aid; but there will always remain a circle of schools which are in some cases not agencies for secular instruction at all, and which in other cases are either ephemeral and have no stability, or work upon antique methods and require no assistance or interference. It must be understood that, in the towns at least, the majority of the children who attend such schools come into the recognised schools afterwards. The Department does its best to search out and encourage all schools of every kind, and our yearly Reports show that few schools escape notice altogether."

Private Institutions in Bengal

The annual returns for Bengal show little variation in the total attendance at Private institutions until the last year of the quinquennium, when the number of schools suddenly dropped from 13,744 to 12,207, and the pupils in them from 139,192 to 126,182. This decline is probably to be ascribed mainly to the prevailing scarcity, and the depressed condition of the agricultural classes. Out of the total decrease of 13,010 pupils, no less than 10,177 were Muhammadans, who (at least in Eastern Bengal) form the bulk of the rural population. Other contributory causes are the absorption of some elementary institutions into the Departmental system, under the head of Primary schools; and the discontinuance or reduction of the registration fee formerly paid to Private institutions for furnishing annual returns. This last cause has operated with special force upon Koran schools, which have fallen from 5,969 to 4,717 during the last five years. The decrease extends to every class of Private institutions, except "other" schools.

Advanced institutions for Arabic or Persian have declined slightly in number, but heavily in students. They are mostly found in the four Divisions of Dacca, Chittagong, Patna, and Bhagalpur. Not one is returned for Calcutta, and only one for the Presidency Division. The most efficient institutions of this class, called *madrasas*, present their students for a central examination, and are recognised by the Department under the head of Special schools. Something has been said about them in the chapter on Muhammadan education. The inferior Arabic institutions are little better than ordinary *maktabs*.

Advanced institutions for Sanskrit, called *tols* in Bengal, have increased in number, but increased in students. The decrease is ascribed to the prevailing high prices; for it is essential to a *tol* that the students

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should be fed and lodged by their teachers. This class of institution is most numerous in the Divisions of Patna, Dacca, Burdwan, and Bhagalpur. In the chapter on Collegiate Education, in connexion with Oriental Colleges, some account has already been given of the efforts made by the Department to arrest the decay of the Bengal *tols*, by the offer of salaries and stipends, and by the institution of lower examinations leading up to the Sanskrit Title Examination. The total amount spent on this object from Provincial Revenues in 1896-97 was Rs. 18,378; and, in addition, Rs. 3,865 was contributed from District and Municipal Funds. Sanskrit *tols*, therefore, may be considered Aided institutions, though they are not reckoned as such in the official classification.

Elementary schools show a small decrease in number, and a still smaller decrease in pupils. They are most numerous in the Divisions of Patna, Orissa, and Bhagalpur, which seems to indicate the regions where the Department has the best field for extending Primary education. For in Bengal the line of separation between Private elementary schools and Public Unaided schools is very thin. The average strength of a recognised Unaided school is only 11.6 pupils; and if the number of pupils falls below 10, the school is forthwith reduced to the rank of a Private institution.

Koran schools, as already mentioned, show a very large decrease in both number and pupils, which is not altogether to be regretted, in view of their low standard of educational utility. They are almost entirely confined to the two Divisions of Dacca and Chittagong. Concerning them the Director writes: "Being for the most part conducted by *nianjis*, who are themselves generally illiterate, and who accordingly teach nothing but Koran-chanting, the retention of these schools on our returns is justified only on the ground that they often indicate the direction towards which Departmental agencies may strive for extending the scope of Primary education among the masses, by improving or utilizing such of them as might be reasonably expected to adopt our standards. In this way some of them have already been brought within the sphere of our influence. As, for instance, in the city of Calcutta, where, with the help of an inspecting *munshi* specially appointed for the purpose since 1895, the Deputy Inspector has been able to introduce, into a number of them, the Lower Primary course in Urdu, which is the mother tongue of the up-country Muhammadans living in the town."

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"Other" schools show a small increase in number, but an increase in pupils of more than three-fold. Half of them are to be found in the Patna Division. Of these schools generally, the Director says that they are "of a nondescript kind, teaching any subject and any language at the pleasure of the guardians concerned." The most interesting are the *kyaungs* or monastic Buddhist schools in Chittagong and the adjoining Hill Tracts, which combine religious with secular instruction. Beginners learn only Burmese; advanced pupils are taught Pali also. The teaching monks, called *raolis*, care little for the rewards offered by the Department, being "well fed and superbly lodged by their disciples." The number of these Buddhist schools has risen in five years from 21 to 53, and the pupils in them from 362 to 941.

Private Institutions in the North-West Provinces and Oudh

In the North-West, all classes of advanced institutions show a decline, in both number and attendance; while elementary and Koran schools have largely increased. The increase is due to two causes. First, the special grant-in-aid has brought into existence new competitors for the money; and secondly, the Director issued strict orders that the returns of Private institutions should be collected with more accuracy. Nevertheless, it appears that many Missionary schools, with a well-ordered system of instruction and trustworthy returns, are still ignored by the Department.

The Arabic and Persian schools teach, in addition to the Koran, some elementary reading in these languages, mainly of a religious nature. If the returns can be trusted, nearly one-third of the students in them are Hindus. "The Arabic school at Deoband in the Saharanpur District seems to be a noted institution, to which scholars from all parts of India as well as from other Muhammadan countries come to receive instruction. The course includes mathematics, and degrees are conferred which are held in general respect by the Muhammadan community." The Sanskrit schools are also generally quasi-religious, teaching grammar, astrology, astronomy, and some religious books.

With regard to elementary schools the Director writes:

"These may be sub-divided into: (1) Urdu; and (2) Hindi, Mahajani, and Kaithi. In the Urdu schools, reading and writing are taught, but often no arithmetic: in Mahajani schools the chief attention is devoted to a prolonged course of mental arithmetic,

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with elementary reading and writing. These are exactly the schools which might advantageously be drawn within the new Aided system, the opportunity being taken of insisting first upon a minimum attendance of 15 pupils, and upon their teaching some elementary arithmetic according to either European or Oriental methods. The fact that returns of these schools are received from the different Districts must make it easy to get at them; while the increase in their numbers and the improvement in their curriculum would be a manifest gain, even if only a fraction of them consented to receive the grant on these conditions. There is no doubt many such schools have been transferred to the list of Aided schools during the past year; but notwithstanding this their numbers are not much less, while the attendance shows an increase of more than 1,000 [in a year of famine.]"

Private Institutions in the Punjab

Ten years ago more than one-half of the total pupils under instruction in the Punjab were to be found in Private institutions. The proportion has now dropped to less than one-third; and the decrease is shared by every class of institution, except Sanskrit schools. During the last five years, the number of Private institutions decreased by 1,699, and the pupils in them by 26,554. Part of this decrease, however, is nominal, being due to the fact that schools of this class examined for grants are now returned as Public institutions, which was not the case in 1891-92. This accounts for 639 schools and 23,381 pupils, leaving a net decrease of 1,060 schools and 3,273 pupils, which is attributed partly to the prevailing scarcity, partly to greater accuracy in the returns, but mostly to a growing tendency in favour of Public schools, where the education imparted is of a more useful kind.

Arabic and Persian schools show a very considerable fall. The slight rise in Sanskrit schools illustrates the present special bent of Hindu effort. Mahajani schools, for instruction in the native method of accounts, have specially suffered from collapse in the Umballa District, where schools of this type had been opened by an energetic official in the sub-division of every *patwari*, for the benefit of the agricultural classes. Koran schools have fallen comparatively little, and now contain more than half the total number of pupils. "Other" schools, which are chiefly venture schools started to meet the growing demand for education a little above the indigenous type, have almost

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disappeared, except the few that are confined to low-caste children. Schools for girls hold their own fairly well in all classes.

On the general question the Director writes:

> "It is largely to the Private schools that the Department must now look for the further spread of elementary education; and, in connexion with this, these schools are offered grants on the simple condition that the pupils are taught to read a printed book and to write. Government officers and village officials are required to bring to notice any schools likely to become deserving of a grant; and it is specially prescribed for District Inspectors that they shall visit and encourage all such schools of this class as may seem capable of improvement, and explain to the managers or teachers the advantages that are offered to them under the grant-in-aid rules. The result of these measures is that, within a few years, 639 schools with 23,381 pupils have been brought under the influence of the Department, and made a means of spreading the elements of education into parts that would not otherwise have been reached. As these schools, being Aided and conforming to the Departmental standards, are now returned as Public schools, they have already been treated of in the chapter on Primary Education."

Private Institutions in the Other Provinces

For the Central Provinces, the returns now show no Private institutions whatever, though it is difficult to believe that none exist. The few reported five years ago were mostly maintained by *malguzars* or other gentlemen for the education of their own children; and it is believed that they have been absorbed in the new schools that have been opened everywhere on the "combined" system.

The Director for Burma gives no explanation of the fact that pupils in Private institutions have doubled during the last five years, and now from 41 per cent of the total under instruction, while pupils in Public Primary schools have actually decreased. It is evident that these results are complementary to one another, being due to some administrative change, which has tended to raise the Departmental standard, and to divert pupils into Private schools. But what that administrative change is, we are not informed. If one may hazard a conjecture, it must have taken place at the very beginning of the period

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under review. In 1891-92, the number of pupils in Public Primary schools was 131,827, and the number in Private institutions 52,586. But by the following year the former had already fallen to 119,785, while the latter had risen to 95,611; and this proportion is broadly maintained during the quinquennium.

There are no advanced Private institutions in Burma, though Pali is taught to nearly one-third of the pupils in elementary schools. Koran schools, which are almost confined to the District of Akyab, show no increase. The "other" schools that appear in the returns are probably intended for Hindus and other alien elements in the population. Elementary schools, or Buddhist *kyaungs*, form the vast majority of the total, pretty equally divided between Lower and Upper Burma. Apparently, the Director has a very poor opinion of their efficiency. He laments their increase in the city of Rangoon; while he regards the decrease of pupils in the eastern Districts of Lower Burma as satisfactory, "for it may be assumed that some at any rate of the 1,014 children thus lost are either attending schools where real work is carried on, or are otherwise usefully employed." In default of other information, some idea of the character of these schools may be learnt from the statistics of their average strength. While Public Primary schools for boys have an average strength of 25 pupils, the attendance in Private institutions falls to 13 pupils in Lower and 8 in Upper Burma.

Private institutions in Assam seem to be of little importance. Only 8 elementary schools are returned, with 85 pupils. Advanced institutions for both Arabic and Sanskrit show a large increase. The former consist of *maktabs*, which are not highly spoken of; *madrasas* are included among Public institutions. The Sanskrit *tols*, which are now subsidised by the Government as in Bengal, often attain a high standard of instruction in grammar, philosophy, and rhetoric. Koran schools show a very slight increase. Among the 12 "other" schools, one with 98 pupils is a High school, not recognised by the Calcutta University.

In Coorg, Private institutions have increased in number, though the pupils in them have decreased. They are of an ephemeral nature, and most of them give only elementary instruction. It is the duty of the Deputy Inspector to visit them, as opportunity may occur, with a view to improve the teaching. Some of them have recently begun to adopt the curriculum prescribed for Primary schools, and to present

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candidates at the Departmental examination. Such schools would more properly be returned under Public institutions as Unaided. It seems noteworthy that, out of 419 pupils, no less than 109 are learning English.

Private institutions can hardly be said to exist in Berar. The number returned is only 5, with 157 pupils. Of these, three are mainly attended by Muhammadans, and the other two by Native Christians. Apparently, all elementary schools are classed as Public, and included among Unaided.

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9

J.S. COTTON

Hostels and Boarding Houses for Students in India

HOSTELS OR BOARDING-HOUSES

The rapid growth of Hostels or boarding-houses demands that the subject should have a chapter to itself, though the materials are not very ample, nor do the statistics extend over a long period of time. Some accommodation for resident pupils has always existed, under various forms. One, example is the Lawrence Asylums for the children of European soldiers at Hill stations in the Punjab and Madras. Another is to be found in the necessity which Missionaries have felt for maintaining as well as educating their converts. Yet a third may be called indigenous to India, where it has ever been recognised as the duty of a religious teacher to feed the disciples that come to him for instruction. The earliest boarding-houses in connexion with Government schools were started in the North-West and the Punjab, quickly followed by Assam. This movement preceded the Education Commission, which confined itself to approving the extension of boarding-houses for collegiate students. The strongest stimulus came

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from a letter of the Government of India, on discipline and moral training, which was addressed to all the Local Administrations in December 1887. Among other recommendations, this letter expressly suggested "that Hostels and boarding-houses should be established at the larger schools and colleges in large towns and cities for the accommodation of students whose families are not resident in the place where they are being educated." The measures adopted for carrying this recommendation into effect were described by Mr. Nash in his chapter on Discipline and Moral Training. But, as the subject has grown in importance, the Government of India has prescribed a special table for it in their annual returns, called General Table 8; and it seems desirable that it should have a chapter of its own in this Review, if only to provide materials for comparison on a future occasion.

General Statistics of Hostels

Table 1, based on General Table 8, gives the comparative statistics of Hostels, according to Provinces, for the two years 1895-96 and 1896-97.

The total number of Hostels increased from 993 to 1,270, and the boarders in them from 35,857 to 40,573; while the expenditure increased from Rs. 16,96,391 to Rs. 18,04,996, towards which Public Funds contribute less than 11 per cent. But this increase did not extend to all Provinces, nor to all classes of institutions. It is most conspicuous in Burma and Madras, where the boarding-houses largely consist of Missionary institutions for the accommodation of Native Christians under Primary instruction. The Central Provinces show a considerable decrease, which is presumably due to famine. The slight decrease in Bengal, confined to Primary and Special schools, is less easy to explain. The increase in Bombay, despite the plague, is entirely under Primary schools.

The following Table 2 distributes the Hostels in 1896-97 according to management, distinguishing between those for boys and girls.

Government Hostels, which include the Lawrence Asylums and one or two similar institutions for European children, are found chiefly in the North-West and Bengal. The average strength of each Hostel is 37 boarders, ranging from 76 in the Punjab to 21 in Assam. District and Municipal Hostels are almost confined to the North-West and the

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TABLE 1

Comparative Statistics of Hostels, 1895-96 and 1896-97

Province	*1895-96*					*1896-97*				
	Hostels	*Boarders*	*Expenditure*			*Hostels*	*Boarders*	*Expenditure*		
			Public Funds	*Private Funds*	*Total*			*Public Funds*	*Private Funds*	*Total*
			Rs.	*Rs.*	*Rs.*			*Rs.*	*Rs.*	*Rs.*
Madras	107	6,429	41,024	2,85,731	3,26,755	138	8,080	56,118	2,91,249	3,47,367
Bombay*	50	2,624	17,698	1,07,102	1,24,800	56	2,813	20,176	97,039	1,17,215
Bengal	210	7,884	13,861	1,84,313	1,98,174	208	7,574	17,892	2,05,231	2,23,123
N. W. P. and Oudh	218	5,749	22,064	3,96,113	4,18,177	266	6,701	25,787	4,27,683	4,53,470
Punjab	256	8,010	48,594	2,83,319	3,31,913	269	8,501	48,269	3,15,561†	3,63,830
Central Provinces	51	1,449	14,139	50,005	64,144	145	1,133	7,052	35,777	42,829
Burma	60	2,993	9,204	2,04,907	2,14,111	235	4,956	13,646	2,26,814	2,40,460
Assam	33	458	4,076	1,072	5,148	43	558	3,489	818	4,307
Coorg	1	85	1,200	3,711	4,911	1	92	1,200	3,760	4,960
Berar	7	176	324	7,934	8,258	9	165	162	7,273	7,435
Total	993	35,857	1,72,184	15,24,207	16,96,391	1,270	40,573	1,93,791	16,11,205	18,04,996
Percentage of Increase	—	—	—	—	—	28	13	13	5	6

* In addition, there were in 1896-97, two Hostels in Bombay maintained by Native States, at which there were 69 boarders (all students of Special Schools), and on which the expenditure was Rs. 501 (from State Revenues).

† Including Rs. 98,378 from Imperial Revenues.

TABLE 2

Statistics of Hostels According to Management, 1896-97

Province	Boys								Girls							
	Government		District or Municipal		Aided		Unaided		Government		District or Municipal		Aided		Unaided	
	Hostels	Boarders	Hostels	Boarders	Hostels	Boarders	Hostels	Boarders	Hostels	Boarders	Hostels	Boarders	Hostels	Boarders	Hostels	Boarders
Madras	1	318	1	26	6	518	59	3,568	1	65	—	—	5	287	65	3,298
Bombay	8	567	2	65	20	1,019	4*	140	1	19	—	—	22	1,055	1†	17
Bengal	24	828	3	5	22	1,472	115	2,823	1	32	—	—	23	1,543	20	871
N.-W. P. and Oudh	45	1,029	129	1,289	29	1,541	41	1,139	—	—	—	—	14	1,035	8	668
Punjab	11	840	184	4,197	16	758	36	1,318	2	287	—	—	9	550	11	551
Central Provinces	11	298	17	174	12	441	—	—	1	4	—	—	4	216	—	—
Burma	—	—	—	—	43	2,063	165	1,887	—	—	—	—	23	906	4	100
Assam	12	256	—	—	—	—	31	302	—	—	—	—	—	—	—	—
Coorg	1	92	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	6	1	3	22	—	—	—	—	—	—	—	—
Total	113	4,228	336	5,756	154	7,955	454	11,199	6	407	—	—	100	5,592	109	5,505
Average Strength of each Hostel	—	37	—	17	—	52	—	25	—	68	—	—	—	56	—	51

* Including 1 Hostel, with 52 boarders, in a Native State.

† This is in a Native State.

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Punjab, their average strength being 10 boarders in the former and 23 in the latter. Aided Hostels are more evenly distributed, and have a more uniform number of boarders, the average being as high as 52. Unaided also are pretty widely distributed; but their average strength of 25 is a mean between 60 in the large Missionary institutions of Madras and 12 in the small Missionary institutions of Burma.

Hostels for girls almost all belong to one of two classes: either asylums for European children maintained by Government, or Missionary institutions. None are managed by District or Municipal Boards. The former have the high average strength of 68 boarders; the latter hardly ever fall below 50 or rise above 60.

Table 3 gives detailed statistics of Hostels for boys, according to Provinces, in 1896-97.

This table shows the extent to which the Hostel system has been developed in the several Provinces. The Punjab stands at the top, with 7,113 boarders, or nearly one-fourth of the total. Here nearly one-half of all the students in Arts colleges, and just one-tenth of all the pupils in Secondary schools, are to be found in Hostels. Then follow Bengal and the North-West, both of which also are well represented under Arts colleges and Secondary schools. Madras and Burma resemble one another in having the majority of their boarders in Primary schools. Bombay is conspicuous for its small number of boarders, none of whom are in Arts colleges.

Of the total expenditure, Provincial Revenues contributes less than one-tenth. The high figure for Madras includes the cost of the Lawrence Asylum, which in the Punjab is paid from Imperial Revenues. Local and Municipal expenditure is almost entirely confined to the Punjab and the North-West, showing the popularity of Hostels in these Provinces. Fees provide 46 per cent of the total expenditure, the proportion rising to 70 per cent in the North-West and falling to 30 per cent in the Punjab. Subscriptions, endowments etc., provide 40 per cent. The high figure under this head for the Punjab includes Rs. 47,048 from Imperial Revenues; and the still higher figure for Madras indicates the predominance of Missionary Hostels in Southern India.

Table 4 gives similar statistics of Hostels for girls.

Nearly one-third of the total number of female boarders are to be found in Madras, where returns show that almost all are either Europeans or Native Christians; and it may safely be assumed that the

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TABLE 3

Statistics of Hostels for Boys, 1896-97

Province	Total		Distribution of Boarders				Expenditure				
	Hostels	Boarders	Arts Colleges	Secondary Schools	Primary Schools	Special Schools	Provincial Revenues	Local and Municipal Funds	Fees	Subscriptions Endowments, etc.	Total
							Rs.	Rs.	Rs.	Rs.	Rs.
Madras	67	4,430	233	1,618	1,965	614	38,877	309	43,914	1,14,217	1,97,317
Bombay	34	1,791	—	802	392	597	15,060	250	36,979	17,415	69,704
Bengal	164	5,128	310	3,973	436	409	16,187	456	79,293	69,392	1,65,328
N.-W. P. and Oudh	244	4,998	457	3,735	270	536	7,712	13,633	1,87,119	59,387	2,67,851
Punjab	247	7,113	521	5,862	387	343	11,529	29,499	55,413	85,324*	1,81,765
Central Provinces	40	913	45	378	284	206	1,709	1,142	14,947	5,949	23,747
Burma	208	3,950	29	1,016	2,781	124	5,586	1,186	75,221	70,686	1,52,679
Assam	43	558	—	355	127	76	3,489	—	—	818	4,307
Coorg	1	92	—	36	50	6	1,200	—	3,110	650	4,960
Berar	9	165	—	105	15	45	114	48	—	7,273	7,435
Total	1,057	29,138	1,595	17,880	6,707	2,956	1,01,463	46,523	4,95,996	4,31,111	10,75,093

*Including Rs. 47,048 from Imperial Revenues.

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TABLE 4

Statistics of Hostels for Girls, 1896-97

Province	Total		Distribution of Boarders				Expenditure				
	Hostels	Boarders	Arts Colleges	Secondary Schools	Primary Schools	Special Schools	Provincial Revenues	Local and Municipal Funds	Fees	Subscriptions Endowments, etc.	Total
							Rs.	Rs.	Rs.	Rs.	Rs.
Madras	71	3,650	3	1,233	2,292	122	16,932	—	31,129	1,01,989	1,50,050
Bombay	24	1,091	—	815	230	46	4,866	—	16,154	26,992	48,012
Bengal	44	2,446	14	1,675	678	79	1,249	—	15,504	41,042	57,795
N.-W. P. and Oudh	22	1,703	15	1,533	155	—	4,298	144	1,38,215	42,962	1,85,619
Punjab	22	1,388	—	1,083	290	15	7,241	—	54,013	1,20,811*	1,82,065
Central Provinces	5	220	—	90	126	4	3,781	420	9,336	5,545	19,082
Burma	27	1,006	—	490	479	37	6,482	392	43,415	37,492	87,781
Assam	—	—	—	—	—	—	—	—	—	—	—
Coorg	—	—	—	—	—	—	—	—	—	—	—
Berar	—	—	—	—	—	—	—	—	—	—	—
Total	215	11,504	32	6,919	4,250	303	44,849	956	3,07,766	3,76,833	7,30,404

*Including Rs. 51,330 from Imperial Revenues.

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same applies more or less to other Provinces, for which details are not available. In the Punjab, for example, out of 1,388 boarders, no less than 837 are Europeans. In this case, subscriptions, etc. (including Rs. 51,330 from Imperial Revenues in the Punjab) provide more than half the total expenditure; while the contribution from Local and Municipal Funds is insignificant.

Hostels in Madras

With the exception of the Lawrence Asylum at Ootacamund, maintained by Government, and a boarding-school for Panchamas, maintained by the Municipality of Mangalore, all the Hostels in Madras are under private management. The extent to which they are Missionary institutions may be learnt from the fact that Native Christians form 77 per cent of the male boarders, and 86 per cent of the female. Out of 105 private Hostels, only 11 receive aid from Provincial Revenues, to the total amount of Rs. 11,877. For some time past there has been a movement in favour of establishing Hostels for collegiate students at Madras city and elsewhere; but no actual steps had been taken during the period under review. All of the 236 collegiate boarders are to be found in Missionary institutions, of which two are set apart for Brahman students.

With regard to the future, the Director writes:—

> "Plans and estimates for the erection of Hostel buildings for the southern group of Madras colleges were under the consideration of Government, and have, since the close of the year, been sanctioned; but the work has not yet been begun for want of funds. Government has also approved of proposals for the Kumbhakonam College Hostel; and the work will be commenced as soon as the formal consent of the subscribers to the Jubilee Fund of 1887 has been obtained. No steps have been taken in connexion with the proposed Metcalfe Hostel to be attached to the Rajahmundry College, as a suitable site has not yet been secured."

Hostels in Bombay

For Bombay, the information about Hostels is very meagre. The great majority (42 out of 58) are Aided from Provincial Revenues. Nearly all those managed by Government are for Special schools, presumably Training colleges; and the same applies to the two in

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Native States. Of the total expenditure on Aided Hostels for boys, 60 per cent is derived from fees, from which it may reasonably be inferred that most of the boarders are Europeans. In 1896-97 there were no students from Arts colleges in Hostels. But this is probably due to the plague; for in the previous year the number of collegiate boarders was 43, of whom 38 were in Unaided and 5 in Aided institutions. The total expenditure decreased by 6 per cent, entirely under fees and subscriptions. The total number of boarders increased slightly; but the increase was confined to Primary schools, which may be assumed to be Missionary institutions.

On the general subject the Director writes:—

> "There are boarding-houses attached to most of the Arts colleges, and provision has lately been made for a few of the students of the College of Science, while special quarters are provided for the agricultural students. The provision of suitable boarding-houses for Secondary schools is a problem that has not yet been solved: but there are indications that in time a system may grow up, under which the junior teachers will be glad to add to their income by supervising suitable Hostels. The Nadiad High school has a large boarding-house, and a few rooms are provided at Hyderabad in Sind. At present, progress in this direction is stopped by financial difficulties, but it is a great step in advance that the moral advantage of well-regulated boarding-houses is being clearly recognised."

Hostels in Bengal

The Hostel system has made great advances in Bengal during the period under review; but, unfortunately, no comparative statistics are available. In 1894, it was resolved to provide all non-resident students of Government colleges in Calcutta with suitable boarding accommodation under proper supervision. The Eden Hindu Hostel, which had been for many years under a committee of Native gentlemen, was taken over by Government; and a grant of over Rs. 1,85,000 was sanctioned for the enlargement of the buildings. The additions were effected by 1896. Residence in the Hostel has since been made compulsory on all students of the Presidency College and the schools attached thereto who do not live with parents or guardians; while accommodation is also provided for a limited number of students

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belonging to colleges under private management, on condition that the Principals undertake that they shall observe the Hostel rules. At the latest date recorded (September, 1897), the number of students in the Eden Hostel was 235, of whom 26 attended private colleges. At the same time, a grant of over Rs. 50,000 was sanctioned for the building of another Hostel for Muhammadans, in connexion with the Calcutta Madrasa, to be called the Elliott Madrasa Hostel, after the late Lieutenant-Governor. The building was completed in October, 1896; but its opening was postponed until April 1898, on the ground that adequate contributions had not been raised by the Muhammadan community. Much also has been done in this direction by private munificence during the period under review. The Government High schools at Taki and Pabna have been provided with boarding-houses at the expense of two local *zamindars*; and a number of Hostels have been started by the managers of Aided and Unaided schools.

With regard to the statistics given in General Table 8, the Director remarks that they are incomplete: "first, because of the exclusion of some Hostels attached to Government schools, for which no head-money is paid from Provincial Revenues to meet the cost of superintendence; and secondly, because of the exclusion of Government grants to Aided Hostels for female students, these grants being shown in General Table 4 as part of the regular school expenditure. To the former class, for instance, belong Hostels attached to Training schools for Masters, where the students live and mess in the school premises; while to the latter class belong boarding-schools for girls in and about Calcutta, which receive a grant from Government at the rate of one rupee a month for every boarder."

The cost per boarder in the Eden Hindu Hostel is about Rs. 133, of which Rs. 25 is paid by Government in the form of head-money, furniture, etc. This represents a decent style of living, and includes medical charges, light and municipal rates the total of the last item alone being Rs. 972 a quarter, or more than Rs. 1½ per head per month. In the female Hostel attached to the Bethune College the average annual cost is Rs. 137; in the Christ Church High school for girls Rs. 102; in the Brahmo-Balika Sikshalay, another High school for girls in Calcutta, Rs. 96; and in the Free Church Orphanage, Rs. 39. In the Hostels in the Mufassal the charges generally vary from Rs. 4 to Rs. 6 a month.

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Hostels in the North-West Provinces and Oudh

It is difficult to reconcile the statements about boarding-houses in the Report for the North-West with the figures given in General Table 8. The latter, probably, include a good many institutions for Europeans and Native Christians. The very large proportion of the expenditure derived from fees must be due to boarding-schools for European children in the Hills. Just one-third of the total number of students in Arts colleges are boarders. The Agra and Aligarh Colleges are well off in this respect; there is a good Muhammadan Hostel in connexion with the Muir College at Allahabad, and a Christian Hostel at Cawnpore. In connexion with Secondary schools, Hostels have long been in existence, maintained either by Government or by District Boards and Municipalities; but it would seem that the management of these institutions leaves much to be desired. The number of boarders in houses attached to District schools has fallen in five years from 868 to 794, of whom 73 are stipendiaries. Serious complaint is made that no Hostel is attached to the District school at Almora, which is really a Divisional rather than a District school, inasmuch as it serves Garhwal as well as Kumson. With regard to Vernacular Middle schools, the Director expresses the opinion that no school of this class can be regarded as completely equipped unless a boarding-house is attached to it for the benefit of boys from a distance. Then he proceeds to quote very unfavourable remarks from the reports of the Inspectors:

> "In the Agra Division, it has taken five years to add two boarding-houses and one boarder to the list. In Bundelkhand, the boarding-houses are small and accommodate very few boarders in each; the establishment of one or two central boarding-houses suggests itself as an improvement. In Oudh, the number of boarding-houses has increased in five years from 17 to 24, but the number of boarders has fallen from 156 to 138. On an average, each house accommodates less than six pupils. In some Districts the houses provide nothing more than sleeping accommodation, no separate arrangements being made for cooking. Some are still more deficient. There used to be a so-called boarding-house at Rae Bareli, where the boys cooked in the servants' quarters and slept in the school-house. There appear to be others that might equally well be removed from the list. The Districts of Unao, Hardoi, and Fyzabad, have no boarding-houses whatever for Vernacular

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schools. The inspector of the Third Circle reports that in Jaunpur the so-called boarding-houses are dark, damp, badly ventilated cells. These are public institutions under the control of Government, and therefore ought to be either improved or abolished. The Inspector thinks that, if no funds are available for the improvement of existing buildings, it would be preferable to relinquish the sham institutions, and maintain such only as are in important places and likely to attract pupils."

On the general question the Director writes:

"Boys are attracted naturally to schools in which some sort of boarding accommodation is provided, rather than to schools not offering this convenience; and in places where the boarding-house is well looked after and proper discipline maintained, the boarders take the lead in both class-room and playground, as is found to be the case in England, where town boys are generally at a disadvantage. But there are boarding-houses in these Provinces in use although they have been condemned by sanitary authorities, improvement being said to be impossible for want of funds. Greater care is also necessary in selecting men to place in charge of boarding-houses. The Inspector of the Third Circle writes as follows: 'Not every teacher has the gift of sympathy, or the inclination to devote himself to the work of forming young minds. But where such a one can be found, he is able, particularly in a boarding institution, to do most valuable work. The boys of boarding institutions should be the backbone of schools; but too many of these institutions are merely hostels, exercising little or no influence upon the inmates. If the superintendents were invariably selected for their special fitness for managing boys, and parents began to find that residence in boarding institutions improved their children morally and physically, there would soon be a great extension in the size and number of these institutions, and a gradual development of some *esprit de corps*, at present so sadly lacking among Indian schoolboys.' I fear there is little evidence of a wide-spread desire among Indian parents to secure the moral and physical advantage of their children, as offered in boarding-houses, if this would mean their paying anything more for it. This makes it all the more important that those who are

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concerned officially or privately with the management of schools should do what in them lies to improve the boarding-house accommodation, now so very far from being perfect, and to make the supervision more thorough and more helpful to the boys, so that these institutions may gradually grow in popularity and become a greater influence for good."

Hostels in the Punjab

The favourable inference drawn from the figures in General Table 8, with regard to the progress of Hostels in the Punjab, is confirmed by the Report of the Director, who writes:

"The provision of suitable boarding-houses for students away from their homes has long been an important part of the Punjab educational system; and a good deal is said to have been done in this regard during the past quinquennium. Four of the eight Arts colleges have special boarding-houses attached to them, while the outside students of the remaining four are accommodated in the boarding-houses of the connected High schools; all the Training Institutions are well provided for in this respect; and of the 302 Secondary schools, for boys, 232, with 5,279 resident pupils, have boarding-houses attached to them. Even the Secondary schools for girls are advancing in this direction; and the recent opening of a boarding-house in connexion with the Arya Samaj school at Jullundur is rightly regarded by the Inspector as a notable event. In all the Circles, most of the Board Secondary schools are now supplied with boarding-houses; and the Aided and Unaided schools are gradually following the example. In Lahore, where the number of undergraduate students has become very large, a number of boarding-houses attached to no particular institutions have recently sprung up, such as the Khalsa, Kayasth, Agarwal, and Brahmo Hostels. 'But even including these,' says the Inspector, 'many out-station students have to club together and make their own boarding arrangements without supervision.' In many of the houses provided, the accommodation is either unsuitable or insufficient; but a steady improvement is taking place in these respects. The internal management is said to be good, and the effect on discipline decidedly advantageous. One

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Inspector doubts whether, as a rule, boarding-houses are more than 'places to live in and sleep in'; but this is not the usual view of the matter. Another Inspector says: 'It is sufficient to say that their influence has been very good indeed. The superintendents are generally selected for their steady methodical habits and their general fitness for controlling boys, and the movements of the boarders are zealously watched by them. The desire for games and outdoor occupations is a good feature among boarders; and, as regular hours for study are strictly kept in the larger institutions, the spirit of discipline among them is most apparent.' A third Inspector states that, where the supervision is efficient, 'the discipline benefits greatly'; while a fourth [a Muhammadan] remarks: 'the establishment of boarding-houses has proved beneficial in forming habits of good fellowship among the boys, much needed in these times of strained relations between the different sections of the community."

Hostels in the Central Provinces

In the Central Provinces remarkable progress has been made during the quinquennium in the provision of Hostels. The drop shown for the last year in General Table 8 is probably due to the famine. The Director introduces the subject with the following remarks, which are of general application:

"One of the main defects of our educational system, as has been repeatedly pointed out, is the want of boarding-houses of students who come from a distance to attend colleges and schools in large cities, and who have no guardians or friends to whose care they can be entrusted. Most of them live is lodgings, which are often kept by persons of disreputable character. They are badly housed, and probably worse fed. Being under no control or supervision, and exposed to the temptations of the *bazar*, they speedily lose whatever ideas of morality they may imbibe at school; and, as observed by the head of an important school in these Provinces, 'the higher education they come to obtain is likely to become a curse to them instead of a blessing.' Indeed, it is surprising, under such circumstances, that the Indian student is as good as he is . . . Apart, however, from the direct bearing of the Hostel system in checking evil habits, it has a tendency to encourage what is so

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conspicuous for its absence in Indian schools, namely, the corporate spirit. Associated together under the same roof, students grow to look upon the 'school-boy spot' with feelings of pride and affection and electing their own prefect, who is responsible for the discipline of the institution, they learn lessons of obedience, regard for others, and self-control, which may tend to mould their characters for good."

In 1896, excellent Hostels were established at Nagpur, in connexion with the Hislop and Morris Colleges, but also open to pupils of the High school department of the former college and of the Neill City High school. At Jubbulpore, the Government college has excellent boarding accommodation, and the Church Mission High school has a Hostel in its compound. The two other Aided High schools at Jubbulpore, managed by the Hitkarini Sabha and the Anjuman Islamiya, have not yet been able to provide Hostels, owing to want of funds. The importance of the matter has been impressed upon District Councils and Municipalities, who readily responded by offering such sums as they could spare, while private liberality has not been lacking. The result is that all the Middle schools at District headquarters are now supplied with boarding accommodation, with three exceptions: at Narsinghpur and Mandla, arrangements in progress were interrupted by the famine; at Wardha, the building of a Hostel had to be postponed to a more urgent necessity—the provision of a good water supply.

Hostels in the Other Provinces

The Director for Burma says not a single word about Hostels in his Report. There are none managed by Government or by local bodies. It is only a matter of conjecture that the great majority are Missionary institutions.

The officiating Director for Assam quotes the following paragraph from the Director's Report for 1895-96:

"In former Reports, only the boarding-houses in connexion with High schools were reported on; but this year Deputy Inspectors were instructed to submit returns for all known boarding-houses in the Province. The result is that, besides the 11 institutions managed by Government, two Aided and 20 private institutions are now recorded in General Table 8. [By the following year, the

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total had risen to 43, of which 31 were Unaided.] Of the 11 boarding-houses managed by Government, seven are in connexion with High schools, two with Training schools, and two with Middle schools. But students at the other Training schools are permitted to make use of the accommodation provided. . . Of the Unaided institutions, 17 are attached to Middle and Primary schools in the Districts of Kamrup and Goalpara. No expenditure has been shown on account of these: they are mostly situated in the North Dooars, and are mere temporary huts built by pupils whose homes are at a distance from the several schools."

The Director for Coorg states that there are two boarding-houses attached to the Mercara High school. General Table 8 shows only one, with 92 inmates, of whom 36 attend Secondary, 50 Primary, and 6 Special schools. Of the total expenditure, no less than 63 per cent is derived from fees.

The Report for Berar gives details for the boarding-houses (two for Hindus and one for Muhammadans) attached to the High schools at Akola and Amraoti. The total numbers show a decrease in five years from 85 to 79, while the average monthly cost has slightly increased. There are also boarding-houses for Hindus and Muhammadans in connexion with the Training college at Akola. On the general question, the Director writes: "For the efficient and economical management of the boarding-houses and the proper supervision of the boarders, it is very desirable to have them placed under carefully selected resident masters. But this cannot be done without additional accommodation, and we have to wait until funds become available."

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J.S. COTTON

Physical and Moral Training in Educational Institutions in India

Physical Training in Madras

In Madras, the Director states that physical education continues to receive from the Department the same attention as literary education. At the last revision of the Educational Rules, the opportunity was taken to revise the courses of instruction and the standards of examination in drill, gymnastics, and calisthenics. A table is given showing the number of Public institutions in which gymnastics is taught under the Educational Rules, or according to native methods. Almost all the colleges and most of the Secondary schools have been provided with a gymnasium, which, on the West Coast, because of the heavy and long-continued rain, is generally roofed in. Students at the Training College pass through a course of drill, so that, when they go out as teachers, they may at least be able to supervise the work of their subordinates, if not to teach drill themselves.

In recent years, a most remarkable change has taken place among the school population in the matter of athletics and out-door games.

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The interest taken in them can be judged from the number of students to be seen any evening engaged in gymnastic exercises, or in cricket, football, and lawn-tennis. All the first-grade colleges have clubs for games and sports, and almost all of them are represented in the tournaments held at Madras city in the beginning of every year. Most of the large colleges have their annual athletic sports, and challenges are freely given and received by the several clubs. "Such games and contests are recognised in Great Britain as affording an excellent training for social life, inasmuch as they involve a willing recognition of constituted authority, a readiness to give and take, and those other desirable attributes of character which organised union for common ends brings in its train. There is no reason to suppose that what is good for the youth of Great Britain will not be equally good for the youth of India. The interest in out-door games and physical exercises is largely due to the encouragement so generously given by the late Mr. Grigg, when he held the post of Director. It is, therefore, gratifying to observe that a proposal is on foot to institute several prizes in his name, to be competed for by all colleges and schools throughout the Presidency."

Physical Training in Bombay

In Bombay, physical education forms the subject of an appendix contributed by the several Inspectors to the annual Report. A central gymnasium at Bombay city, called after Sir Dinshaw Manokji Petit, trains gymnastic teachers for schools throughout the Province. At all Training Colleges, physical exercises and drill are compulsory, so that the masters sent out may be qualified to teach these subjects and make them popular wherever they go. At the Female Training Colleges, the mistresses are taught calisthenics and other exercises suitable for girls. Most of the High schools and many Middle schools possess cricket clubs, as well as gymnasia; and there is some tendency towards making physical exercise compulsory. Gymnastic apparatus is being gradually extended to Primary schools; and where this is not available, the boys are encouraged to play native games, such as *atya-patya* and *kho*. In some schools only simple drilling and manual exercises are taught. "The most eventful incident of the quinquennium in this respect is the establishment at Bombay of an athletic association for the large European and Native schools. This has been a most successful step; and the schools annually compete at cricket and athletic sports, with excellent spirit and wholesome rivalry. The growth of cricket is universal throughout the Presidency, and there is also a very great

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development in the way of organised and disciplined drill and gymnastics."

Physical Training in Bengal

In 1892-93, a proposal was made in the Senate of Calcutta University, to require a certificate of physical training from all candidates for the Matriculation. Although this proposal was not adopted, ample evidence exists that a taste for physical exercises of a superior kind is rapidly extending among the rising generation throughout the Province. "In Calcutta indeed," wrote Sir Alfred Croft in 1893-94, "no one can doubt that a remarkable change has come over the native community in their appreciation of athletic sports. A stranger returning to this city after an absence of only three or four years would be astonished at what he might witness any day on the Maidan. On the occasion of any important football match they assemble literally in their thousands, and follow the progress of the game with the keenest interest and delight; and for a good kick or pass they send up a roar of cheering that would do credit to an English crowd." What is here said of Calcutta is also true to a great extent of the colleges and High schools in the Mufassal; and the accounts of athletic sports annually held at some of the District headquarters, under the patronage of European officials and the leaders of native society, unmistakably show how games of a manly character are gaining popularity among schoolboys. Inter-college matches are annually arranged by the Calcutta University Institute, at which students from the most distant parts of the Province, from Bihar on the one side and Eastern Bengal on the other, compete for various prizes, such as the Lansdowne Challenge Shield, the Elliott Football Shield, and Harrison Cups, etc. The absence of a suitable playground in the heart of Calcutta was long a difficulty. But this has now been removed by the opening, in 1895-96, of Marcus Square, a large space in the northern quarter of the city, which was acquired at the cost of over Rs. 1,50,000, borne by the Government, the Municipality, and the public. The ground is under the management of the Calcutta University Institute.

In most Government colleges, physical exercise is compulsory on the students. In almost all High schools under public management, there are gymnastic teachers, and the Government usually contributes one-half of the cost of gymnastic apparatus. In Middle and Primary schools, little has yet been done. The games generally played are cricket and football, of which the latter is the more popular. Both evoke

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much more enthusiasm than gymnastics, even where there is a regular gymnasium, with a special instructor and all the necessary apparatus. Drill is practised in some Government schools.

Physical Training in the North-West Provinces and Oudh

In the North-West, physical training has received constantly increasing attention during the quinquennium, and is now much more completely organised than it was. It is encouraged in colleges, particularly when (as is often the case) some member of the staff is a cricketer or football player. The University of Allahabad has made an annual grant of Rs. 1,000 towards the expenses of an Inter-collegiate Tournament, at which prizes are given for running, jumping, etc. The Principal of one Aided college complains of the tendency to carry games to an excess; but the Director thinks that there is little fear of any such danger. In all the Circles except the Fifth, annual tournaments are held for the boys at Secondary schools; and sports of the same kind are usually held for boys at Primary schools after the centre examinations.

In colleges, cricket, football, and tennis are the favourite games. There is a riding-school at the Aligarh College, and also at the Talukdars' School in Lucknow. The Director suggests that a gymnasium, with a qualified instructor, should be established in connexion with the Muir College at Allahabad, which might also be used by the boys at the High school. He appears to favour compulsory attendance at games. As regards Secondary schools, Oudh seems to have made the greatest advance in physical education. Most of the schools are now provided with fairly good playgrounds, and these continue to be improved. Five years ago a large proportion of parents used to object to their boys playing games, but this opposition is dying out. "At first, it was difficult to get boys to obey umpires or to play fairly. However, strict rules have been enforced; and steady improvement in the behaviour and discipline of the boys, as well as in their play, is reported. This illustrates the advantage to be derived from school games." Drill has been made compulsory as part of the regular course in Primary schools, though it can only be introduced gradually, for want of qualified instructors. It is hoped that these will be provided hereafter by students from the Normal schools. "In Muttra and some other Districts, the boys take so much interest in drill that they have bought cheap uniforms for themselves, and present quite a smart appearance on parade. The Etawah boys also drill well, and attend the

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local tournament in great numbers. Some District authorities have expressed an opinion that the buying of uniforms should be discouraged. But it would seem to be a mistake to repress any innocent enthusiasm, even if exhibited in games and drill. Youthful ardour is too good a thing to be lost, and boys in village schools are not under any temptation to pursue their physical exercises so far as to interfere with their school work."

Physical Training in the Punjab

The Director for the Punjab writes as follows:—

"The progress made in physical training during the last five years, in all parts of the Province, has been remarkable. At nearly all the colleges, cricket, football, and athletics are practised with much vigour; and the recent institution of an annual Sports Tournament by the Punjab University has added greatly to the interest taken in the matter. For Board schools, a time for physical instruction is prescribed in the daily routine; to a considerable extent, the same arrangement is followed by Aided schools; and it would be correct to say that this subject has now become an ordinary part of our school system, which was not the case in 1891-92. The courses laid down in drill, gymnastics, and games, for the different classes of schools, are now generally followed; the necessary apparatus and playgrounds have been fairly well supplied; competitions and tournaments are held almost everywhere, to the great encouragement of the object; and the chief obstacle at present to physical training is the want of teachers for Primary schools. This is now met by the occational visits of itinerant instructors, and the employment of partly trained monitors. But the defect will ultimately be best supplied by the village teachers themselves becoming qualified, like the 77 Normal school students of last year, as gymnastic instructors.

"As to the influence of physical training on the schools, there is but one opinion expressed, namely, that it is eminently wholesome. The form and tone of the playground are not yet all they might be, especially in the matter of business-like quietude; but the harmony and enthusiasm with which the teams play together, and the manliness and fair play usually shown, are very hopeful. Several of the Inspectors notice an excess of excitement and want of restraint at tournament times; but this is just one of

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those faults which right training ought, in a short time, to rectify."

Physical Training in the Central Provinces

In the Central Provinces, special attention has been devoted during the last five years to physical training, as being the most effective means of raising the tone and discipline of a school. Drill and gymnastics are taught in all schools, the effect of which is very evident in the improved physique of the boys, as well as in their better order and discipline. Every visit from an Inspector ends with an exhibition of drill and gymnastics. All colleges, as well as High and Middle schools, are supplied with gymnastic apparatus. As regards Primary schools, an important change has been made by the introduction of *deshi kasrat*, or gymnastics on the native system. This has the advantage of being indigenous and therefore more popular than gymnastics on the English system, and also more economical, as it requires neither apparatus nor special instruction. Cricket and football are played in most colleges and High schools, and contests in games and sports take place at the annual conferences of schoolmasters and at the centres for the Upper Primary examination. Inter-school tournaments, inaugurated by the Principal of the Jubbulpore College, were held in 1895 and 1896, and were highly successful. Last year, Field Games Associations were established at Nagpur and Jubbulpore, to encourage athletic exercises in the two Divisions and especially in the towns, which had hitherto had no playground or place of recreation for their Aided schools. The Associations have already succeeded in obtaining two good sites for playgrounds, in which annual sports will be held.

Physical Training in the Other Provinces

The Director for Burma merely states that the inter-school sports, instituted in 1892, are growing in popularity; and that cricket, football, and tennis are as keenly played as ever.

The acting Director for Assam quotes the following paragraph from the Report of the Director for 1895-96:—

"Physical exercise now forms part of the regular course of instruction in all Government High and Middle schools situated at the headquarters of Districts, and will be gradually extended to all Government Middle schools. Some of the Aided and Unaided schools have also recognised the importance of this subject, and are introducing it as part of their curriculum. While on tour, I saw

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some of the pupils of several schools put through exercises in physical drill, with and without wands, and on the whole they acquitted themselves very creditably. The annual examinations for the capitation allowance were held towards the close of the year, and most of the schools earned the full allowance, which was paid to the secretaries of the sports clubs. The reports show that physical training is becoming popular with the pupils, and that the teachers are beginning to recognise it as a help to discipline."

In Coorg, the larger schools have playgrounds and gymnasia attached to them, and prizes are given for gymnastics.

In Berar, gymnastics has been made compulsory in High schools under the revised standards; and some kind of physical exercise or drill is enforced in all schools. Its nature is shown in the following extract from a report by an Anglo-Vernacular schoolmaster:

"Physical education has a due share of our attention. It has lately been made a part of our school curriculum and every class has its half hour or one hour for physical exercise and school drill. When the time appointed for play in the time-tables for each class arrives, the boys are sent out to the playground, accompanied by their teacher, who conducts and supervises. The prescribed standards for gymnastic exercise are generally followed. The pupils in the Primary classes and made to play on alternate days native games and elementary drill, and the pupils in the Anglo-Vernacular classes are made to play gymnastic feats and easy school drill. Thus, the physical education of every pupil attending the school is carefully and regularly looked after by the teacher of his class; the boys resort to the playground with alacrity, and after half an hour's recreation return to their work with fresh energy."

Moral Training in Madras

In Madras every recognised school has to observe the regulations as to discipline laid down in the Educational Rules. These regulations require that pupils shall wear a clean and decent dress, shall salute their teachers on the occasion of their first meeting them for the day within the school precincts, shall rise when the teacher enters the classroom and remain standing till they are told to sit or till the teacher takes his seat, and shall not leave the class-room without the permission of the

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teacher or till the class is dismissed. Breaches of discipline in schools are punished by the headmaster with corporal punishment, and in college classes with fines. The extreme penalty of expulsion is resorted to in cases of grave misconduct, or when it is found that a student has sought admission by means of a false certificate. The inter-school rules were made more stringent during the quinquennium, with a view of checking a tendency on the part of schoolmasters to evade observance of the old rules. The committee appointed to revise the standing orders of the Department did not consider it necessary to prescribe conduct registers. Nevertheless, the conduct of each pupil is watched and noted; a certificate of conduct is required of all students seeking admission into Training institutions; and applicants for scholarships must produce a certificate that their conduct has been thoroughly satisfactory. In the Reformatory School at Chingleput, the monitorial system has been at work with generally good results, monitors being appointed from among pupils whose conduct has been found exemplary. In many other institutions, monitors are selected for each form or class; but they have not been given any such powers as are vested in prefects in public schools in England, "and on various grounds it does not seem expedient to attempt to move in the matter, at any rate for the present." No age limits have been prescribed for the different classes. The Grant-in-aid Code lays down a maximum limit of age for payment of "results grants" under the several standards; but the Educational Conference that met in March 1897 recommended the removal of the restriction, as it has been found to act injuriously on the education of the rural population. As a rule, however, no pupil is admitted to, or retained in, any class much beyond the average age of the pupils in that class. No separate so-called moral text-book has been brought out departmentally. But lessons and aphorisms bearing on moral truths and character abound in almost all the standard books in use; and the Text-book Committee exercises discretion in recommending books, so that none calculated to interfere with the healthy growth of character is allowed to appear on the list of books approved for use in recognised institutions, public or private. "Moreover, the truth cannot be too often repeated, that moral training depends chiefly on the teachers; and a teacher of high principle will have no difficulty in giving an ethical character to the whole work of the school."

Moral Training in Bombay

The Director for Bombay writes as follows:

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"The monitorial system of the Elphinstone High school is maintained in Government High schools, and has been thought worthy of imitation in other Provinces. Aided schools are left to make their own rules, and the Department is content to maintain a general supervision. As a rule, few complaints arise as to want of discipline. There is no doubt that the prominent attention recently directed to this subject has had due effect, and that the tone of the large Secondary schools in the Presidency has improved. . . I have little to say on the subject of inter-school rules. The Code lays down certain rules which work well when honestly observed by managers; but no rules will provide for lax discipline and dishonesty, and in many places migrations are far too numerous and honest managers complain. I am inclined to think that in large towns the mischief will not entirely cease until students are compelled to deposit a certain sum as caution money."

Moral Training in Bengal

In Bengal, it is laid down in the Rules and Regulations of the Department, that "masters are to lose no opportunity of teaching their pupils, by example as well as precept, the value of truth, diligence, respect to superiors, gratitude, kindness to inferiors, habits of discipline, and other points of morality, without which education is imperfect and may be positively injurious. In general terms, students should be taught not only to be scholars, but also to be gentlemen." And, again, "It is the duty of every *guru* not only to maintain school discipline, but to impress upon the minds of his pupils the duty of truthfulness, respect, punctuality, and obedience."

Corporal punishment is allowable only for gross misconduct. It should be inflicted by the headmaster alone—not under the excitement of the moment, but after due deliberation. The usual punishment for inattention to studies, irregularity of attendance, and misbehaviour takes the form of impositions, extra hours, and fines. Cases of gross moral turpitude are rightly punished by expulsion. Breaches of discipline usually fall under the following classes: (1) disrespect towards teachers and other superiors, (2) fabrication of certificates, etc., (3) making a disturbance at places of public amusement, (4) immorality. In 1893, the Government issued a notification that candidates detected in the use of forged certificates or other serious malpractices at examinations would be disqualified from entering the public service. Cases of misconduct on the part of teachers of

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Secondary schools are happily very rare, and are always severely dealt with. In Primary schools, the temptation of earning of few extra rupees occasionally induces a *guru* to present pupils who never attended his school, or to produce false attendance registers.

The monitorial system has never been much adopted in Bengal. It is partially in operation in the Sibpur Engineering College, the Eden Hindu Hostel, and in some other boarding-houses both in and out of Calcutta; and the reports show that everywhere it has helped to make the management smooth, and to keep the quarters clean and tidy. No change has been made in the age-limit for different classes. As before, no boy above 14 is admitted into any class below the fourth in a Government High school, unless he be a Muhammadan or a Middle Vernacular scholar. The maximum age for election to scholarships is 11 for Lower Primary, 13 for Upper Primary, 15 for Middle Vernacular, and 16 for Middle English. Pupils belonging to aboriginal races are exempted from these regulations. The transfer rules for colleges and High schools have done good service in helping to maintain discipline. During the period under review, they have been adopted by the Calcutta University, and also extended to Middle and Primary schools, to girls' schools in Calcutta, and to the Vernacular Medical Schools. It has been decided that in every certificate the age of the pupil on entering and leaving school should be stated, so that there may be, as far as possible, a continuous age register. To enable parents to judge for themselves of the progress of their boys, quarterly progress-reports are supplied by all Government schools.

With regard to the question of moral text-books, the following paragraph is quoted from the Report of the Director for 1894-95:—

> "The need of preparing such books by special agency does not arise in Bengal, since Readers and other books of the required kind have been published in large numbers by private persons, and additions are constantly being made to them. The Central Text-book Committee, to which the matter was referred, advised the Department as to those books on the authorised list which might be recommended for the purpose; and those books are marked in the list with an asterisk. The first list of the kind was issued in 1891, when the number of text-books with a definite moral purpose, English and Vernacular, was as large as 88; and since that time the annual supplementary lists issued on the Committee's recommendation have each contained a number of

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such books. These lists, it will be remembered, are for the use of Middle schools; but the Text-book Committee has also been preparing similar lists for Primary and High schools, and when that is done every school in the Province of whatever grade will be provided with a guide to show it what books to chose. As regards High schools the University has again availed itself of the services of Mr. C.H. Tawney, for the preparation of a new book of English Selections for the Matriculation of the same character as his former one. This book is read in the first two classes of High schools. For the lower classes Inspectors are entrusted with the duty of drawing up lists of text-books for use in all Government schools, and these lists are circulated to the headmasters of all schools under private management. All but the two lowest classes of Primary schools have also to follow the text-books prescribed by the Department. Considering the strictly limited character of our control over non-Government schools, we may claim to have done all that lies in our power towards securing the use of wholesome text-books in schools of all classes."

Moral Training in the North-West Provinces and Oudh

On the general question, the Director for the North-West writes:—

"As a rule, there is little fault to find with the conduct of pupils. Instances of insubordination are rare. The want of straight forwardness is a more frequent subject of complaint. Direct moral instruction is not generally given, except in institutions under the management of Missionaries. But the discipline of a good school, the mental training of a course of study steadily pursued, have a distinct moral value, which is found to influence favourably the character of those who pass through our schools and colleges. Some care is taken that the general literature prescribed shall have a healthy moral tendency; and, as regards their public life, our students do imbibe the principles of morality that are thus impressed upon their minds. Further we cannot expect to go; for in matters that we are accustomed to consider of the highest moral importance, the thoughts of the inhabitants of this country are not as our thoughts."

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The Principal of the Muir Central College at Allahabad reports:—

"The conduct of the students has not given cause for any serious complaint. Discipline is maintained without much trouble by every competent Professor. There is no arrangement for special moral instruction. I have, however, no doubt that the course in moral philosophy, which forms part of the literary side of the B.A. course, is not altogether without a salutary practical effect on the minds of our students. At any rate, I am inclined to think that it is more effective than direct sermonising would be."

As regards Anglo-Vernacular schools,

"There have been a few cases of attempts to use unfair means in examinations; and we are unlikely to be wholly free from them. The natural consequence of being found out is expulsion from the examination and rustication. Generally, the conduct of the boys has been such as to give no special grounds for complaint, though there was one instance of a conspiracy in a Matriculation class to defy the regulations of the University and the authority of the headmaster, for which the offenders were promptly punished. An improvement in the bearing and tone of our pupils is noticed, and is, perhaps, rightly attributed in great measure to the effect of physical training and outdoor sports, which are becoming more and more part of our system of education. Teachers, too, are beginning to realise that something more than mere lesson-teaching may with justice be demanded of them, and they do something to impress on each boy his duty to his school. Moral instruction is definitely provided only in Missionary schools, and at the Amroha High school, where a few Muhammadan boys receive regular instruction in accordance with sanction given to the proposals of Nawab Muhammad Mushtaq Husain."

At Middle schools,

"The absence of good manners is much to be regretted; and the habit of cheating at centre examinations points to carelessness on the part of teachers in instilling principles of right conduct into the minds of their pupils. As regards moral instruction, books can do something, but teachers more. Moral lessons are scattered

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thorough the text-books in sufficient number; and with the improvement in the teachers that may be expected from the more through training of the re-organised Normal schools, the tone of the schools generally will probably soon show signs of improvement. It is reported that some more definite attempts at moral teaching are being made in Muzaffarnagar and Dehra."

The conduct of pupils in Primary schools is reported as generally satisfactory, and as comparing favourably with that of students who are learning English, as well as with that of boys in town schools or Vernacular Middle-schools.

With regard to moral text-books,

"There are no such books prescribed for use in Government schools. In Mission schools they are, no doubt, to be found. *Common Thoughts on Serious Subjects*, by the late Mr. Chester Macnaghten [Principal of the Rajkumar College at Rajkot], has been prescribed for the use of students in the Training college, and it is contemplated to introduce a translation of it into Normal schools. The surest way of providing good moral influences at school is to set the masters in the right way to begin with; and it is, therefore, hoped that these measures will before long produce an effect of some value, even in village schools. Possibly a selection from this or some similar book might be used in Anglo-Vernacular schools. But mere reading or learning for examination purposes, as the manner of this country is, would be of no useful purpose; it is necessary to get the students to think of things, and it is not easy to succeed in this at the school boy age. In the Training college, it is secured by making each chapter the subject of a lecture, and requiring the students to write an essay on it; and they are sufficiently matured to fall back to some extent on their own resources in their essays, which are expected to be something more than a mere reproduction of notes."

Moral Training in the Punjab

According to the Director for the Punjab, the reports from the colleges in the matter of conduct are favourable, and the Inspectors' reports on the general bearing and behaviour in schools are in every case satisfactory. The attendance is said to have been, on the whole, regular, and the diligence very considerable; while, at the times of

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inspection, the order, smartness, and respectfulness were, almost without exception, all that could be desired. Cases of attempting to deceive the inspecting officers are still reported, sometimes from girls' schools; but this offence is rarer than it used to be. Cleanliness in person and clothing has improved, though in outlying tracts a good deal remains to be done in this respect; and there is seldom much lack of simple mannerliness. Discipline is also said to have generally improved. "Instances of breaches of discipline are given by both the Lahore and Jullundur Inspectors; but discord among the teachers was in most cases the cause, not insubordination on the part of the scholars, who are usually docile and obedient. Want of harmony and co-operation among teachers is indeed one of the chief obstacles to sound discipline in the schools; and at the present time, as noticed by one Inspector, this is aggravated by a bitterness of party feeling, deplorable in itself and altogether inconsistent with the office of a teacher."

It is one of the requirements of the Department that inspecting officers should bring to the prominent notice of managers and teachers the importance of conducting their schools in such a manner that the teaching and discipline may exercise a right influence on the conduct, character, and manners of the pupils; and this duty is now so emphasised that moral influence and training are no longer entirely outside the curriculum. However imperfectly the teachers may, by example and precept, discharge their duty as character-trainers, they know that that duty exists; and this of itself is believed to have a salutary effect. Then, the text-books, both English and Vernacular, are interspersed with lessons inculcating the common as well as the rarer virtues; and it is hardly possible that these can be taught, with even the smallest degree of skill, without leaving a residuum of wholesome influence. Some of the Inspectors say that these lessons are not infrequently well taught, and that the effect is decidedly uplifting. There are also poetical pieces in the Readers, intended to add to the pupils' store of right and high ideals; and as one of the Inspectors remarks, "The reading and reciting of these with feeling and expression must produce a salutary effect." "The teaching of moral lessons by precept will not make up for the want of example in daily life; but so long as the environment is what it is, and example is largely absent, that teaching must be held to be of considerable educative worth." The Jullundur Inspector quotes cases showing that teachers sometimes do the opposite of rightly influencing their pupils. "But the type is improving, and the watchful concern of those interested gives the hope

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of better things to come. The influence of the playground, the spread of culture, and the religious awakening that is taking place are all, it is hoped, making for improvement in the character of the scholars and the tone of the schools."

Various measures, which have their place in the Code, are adopted for maintaining discipline. Irregular attendance, absence without leave, laziness, and other such offences are punished by detention after school hours, impositions, or fines; graver offences, by corporal punishment; and extreme cases of misconduct, by expulsion or rustication. Monitors have to be appointed for every class, to march the boys from one room to another, to report absences between the roll-calls, to maintain order in the temporary absence of the teacher, and to report misbehaviour or breaches of discipline. These class monitors are further responsible for the conduct of their class-fellows in the playground, when there is no other supervision. Monitors also have to be appointed in all boarding-houses, generally one for each ward or dormitory, for the maintenance of order. It is a standing order that heads of institutions and their assistants are responsible for the careful supervision of their pupils both in and out of school. Conduct registers are kept for the Secondary classes of High schools, which have to include notices, written up monthly, of each boy's attendance, whether regular or irregular, of his diligence, behaviour, and cleanliness. On this record depends the character of the final school certificate; and where prizes are given for proficiency, no pupil can obtain a prize unless the entries are satisfactory. Inter-school rules have to be observed, according to which pupils from one school cannot be admitted into another, within an interval of six months, without a leaving certificate, the object being to secure that schools shall not be changed merely for the purpose of evading legitimate discipline. Last year, part of the grants given for attendance was withdrawn, and made available for discipline and organisation; and the Lahore Inspector reports that this change has done much to improve the state of things in Aided schools.

Moral Training in the Other Provinces

In the Central Provinces, the monitorial system has, at present, only been introduced into boarding-houses. The monitor, though entrusted with certain disciplinary power, is not allowed to punish, for fear of abuse of authority. The inter-school rules, for preventing irregular migration from one school to another, have on the whole

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worked satisfactorily. Conduct registers are in use in schools of all grades.

The Director for Burma states that "The closest attention has been paid by officers of the Department and by school managers to all matters affecting moral training and discipline in both Anglo-Vernacular and Vernacular schools. It could hardly be otherwise in a Province where education is largely in the hands of Missionary bodies."

In Assam, the Director records one breach of discipline, where a student who obtained admission to a class in High school higher than that in his former school was fined Rs. 10. With regard to the introduction of a moral text-book, he expresses his opinion that "Morals are well looked after in every school where the teachers are competent, honest men; and where such men are not employed, moral text-books are of no use."

In Coorg, it is stated that breaches of discipline are repressed in accordance with certain well-defined rules. In 1891, a set of regulations was approved, fixing the age of admission to the Middle and High departments of English schools.

The Director for Berar quotes the following extract from the report of the Inspector:—

> "All the masters do their best to enforce discipline in school, and take care that their boys behave well. Some even attempt to watch their conduct outside the school. With a view to maintaining discipline in class, the monitorial system has been in force for some years. Most of the headmasters report that it is fairly successful, and that boys vie with one another in good conduct in order to obtain the honourable place of monitor. Some of the masters seem alive to the dangers of boys being made to watch the conduct of their companions, and do their best to prevent the system from degenerating into one of espionage."

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J.S. COTTON

Educational Conferences in India

EDUCATIONAL CONFERENCES

Conferences in Madras

In April 1895, a Conference was convened at Madras to revise the Educational Rules, consisting of the Inspectors and Inspectresses, together with some persons connected with Aided education. Towards the close of 1896-97, another Conference was held, attended by six official and ten non-official members, to consider certain questions relating to grants-in-aid. The following were the most important resolutions adopted:—

"1. That the Conference is of opinion that, in regard to Lower Secondary [Middle] schools (with or without Primary departments) now aided on the 'results grants' system, fixed grants for a term of years should take the place of the annual grants at present in operation.

2. That the foregoing principle be extended to all Primary schools in the permanent section of the general school list, to all Lower Secondary and Primary schools now aided on the

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'salary grant' system, to all schools aided partly from Provincial Revenues and partly from Local Funds, and also to Board Lower Secondary and Primary schools now aided from Provincial Revenues.

3. That, in view of the greater permanency which it is expected the 'fixed grant' system will bring about, Board schools now aided on the 'salary results' system be transferred to private management as occasion arises, so as to allow freer scope for private enterprise and to set free more funds for the support of private schools."

It is the custom both of the Director and of the Inspectors during their annual tours to arrange meetings with members of District Boards and with the managers and heads of colleges and schools. Similarly, at the meetings held every year by the subordinate inspecting staff in each District, to select the schools to be aided on the "results grant" system, and to fix the amount of the assignment to individual schools, advantage is taken of the occasion to interchange views about the improvement of elementary education. In December 1896, a Conference was held at Madras under the auspices of the Teachers' Guild, which was attended by about 400 educationists from all parts of the Province. Papers were read on the following subjects: the status of Primary teachers, the relations of teachers and managers, the organisation of Local Funds education, and the curriculum in Primary and Lower Secondary schools.

Conferences in Bombay

During September and October 1896, four Conferences were held —at Karachi, Poona, Ahmedabad, and Dharwar—to discuss matters connected with Primary and Secondary education. These Conferences were presided over by an Inspector, and were very numerously attended by school-managers and other non-official persons. The proceedings were conducted in English. Papers were read and discussed, but no formal resolutions were proposed nor any votes taken. However, the Director in consultation with the several chairmen drew up a series of resolutions, embodying the general drift of opinion expressed; and these resolutions have for the most part received the sanction of Government. They are as follows:—

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General Resolutions

"1. That the printing of the papers read at the Conferences should not be undertaken by Government, but should be left to the private enterprise of their composers.

2. That it is not necessary or advisable to hold General Conferences annually: but that for specific changes in the educational system. Divisional or Central Conferences should be held as required, and should consist of representatives of educational management who are not Departmental officers."

Specific Resolutions

"1. That the consensus of opinion at the Conferences points to the necessity for an examination into the various systems of Reading-books for Primary schools, with a view to the expunging from the books any lessons or portions of lessons to which exception may fairly be taken. That a small and picked committee might deal with this matter in each Division during the next monsoon. That the primary duty of such a committee would be one of expurgation, but that each committee might be empowered to submit general recommendations.

2. That it is preferable to re-writing or largely altering the present series of Vernacular Reading-books, that Government should encourage the production of special books by liberal grants from the fund for the encouragement of literature.

3. That, as regards a revision of the standards for Primary schools, it is noticeable that the criticism on them did not emanate so much from the managers of schools as from independent critics. The Conference is of opinion that the standards have held their own generally; but that it would be advisable that the Inspector in each Division should consult with the managers of Primary schools, and ascertain whether a revision is generally advocated and in what directions.

4. That the suggestions as regards the standards in Secondary schools were vague and not clearly formulated, and that changes in those standards may well be postponed till the managers of Aided schools show the necessity for action in

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the matter.

5. That, to meet to some extent the demand for some training in the theory and methods of teaching in Secondary schools, the following scheme may be formulated:—(a) That all new employés coming on the Provincial list of Secondary schools shall be called on to pass an examination, according to a specific scheme, in the theory and methods of teaching, and that no teacher shall be confirmed in his appointment until he has done so. (b) That, as regards the Dakshina Fellows in colleges who may desire to enter the Department as teachers in Secondary schools, it should be notified to them that they will have to present themselves for this examination, but that their time spent in the college may be counted as a period spent in teaching, and they may be allowed to present themselves at the first examination which takes place after they have joined a Secondary school.
6. That the Conference is of opinion that the development of manual training may safely proceed on the lines now followed in the Victoria Jubilee Technical School, Poona, which are practically those advocated in Government Resolution No. 3E of September 15, 1896; and that, with a view to the possible development of drawing in Primary schools, drawing should be made a compulsory subject in Training colleges for Primary schools, up to the standard of the First Grade Art Examination.
7. That the distinction between Standard VI of the Primary course and Scheme 2 of Schedule B of the rules regulating admission to the public service, which consists solely in the fact that the one admits Euclid, Book I, and vernacular poetry while the other excludes these two subjects, should be removed. Experience has shown that this distinction has a prejudicial effect on higher vernacular study, and that boys pay attention only to the subjects that are prescribed for the public service. The assimilation of the two courses will be a gain to both teachers and taught, and will tend to the popularity of higher vernacular education, without any prejudicial effect on the Public Service Certificate Examination."

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Conferences in Bengal

The following Conferences have been held in Bengal during the last five years.

In 1893, there was a Conference, under the presidency of the Director, consisting of managers of girls' schools and superintendents of Missions in Calcutta, together with the Inspector of the Presidency Circle and the Inspectress as *ex officio* members. A system of payment by results for girls' schools was discussed, and the proposals of the Conference were adopted by Government. In the same year a meeting of some of the fellows of the Calcutta University was held in the office of the Director, to consider a proposal for bringing the students' lodging-houses in Calcutta under some system of inspection and control; but in consequence of practical difficulties, the scheme was allowed to drop. In 1894, a committee was appointed to report on the Vernacular Medical Schools. The results of their deliberations and the action of Government thereupon have been referred to in the chapter on Collegiate Education. In 1895, a committee was appointed, including Sir Alfred Croft, Mr. Bamford (the Inspector of European schools), and a number of non-official gentlemen, to consider the revision of the European Code. The conclusions arrived at by the committee were generally accepted by Government; and the new Code, as revised by them, was introduced in 1896. An Agricultural Conference was held in 1896-97. Mr. C.C. Stevens was president; and among the members were Sir Edward Buck, Mr. W.C. Macpherson, and Sir A. Croft. The object was to enquire into the present course of scientific instruction as given in Public schools, with special attention to agriculture, and to devise means for making it more thorough and practical. It was suggested that the course of science in Primary and Middle schools should be reconsidered, and so graduated as to include at different stages branches of the elements of agriculture. Steps are being taken to give effect to this proposal, by an attempt to combine in one science course for each examination the elementary principles of physical and natural science, including zoology and sanitation, and illustrated as far as possible by object lessons. As a result of the deliberations of this Conference, it has also been decided to open a special agricultural class in connexion with the Sibpur Engineering College, at an estimated annual cost of Rs. 10,000. In the early part of 1897, a committee was appointed, with Mr. W.H. Grimley as president, to consider the present system of separate examinations for admission to each Department,

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which is detrimental to the public service and productive of great inconvenience to educational institutions. The recommendations of this committee were still under the consideration of Government when the period under review closed. The most important of them is the proposal to establish a High School Honours Examination, which shall be at least equal in difficulty to the London Matriculation.

Conferences in the Punjab

In accordance with the recommendation of the Education Commission, Conferences were established in the Punjab in 1886, and have since been held annually, with the exception of two years. They include General Conferences and Departmental Conferences. The former are composed of most of the senior inspecting staff, together with representatives of educational movements and of bodies interested in education, and meet to discuss all important questions affecting the condition of education in the Province. The latter, which are composed exclusively of officials, confine their attention to matters connected with the organisation and working of the Department.

During the last five years, three meetings of the General Conference have been held—in 1893, 1894, and 1896. No Conference was held in 1895, because, as the result of nine successive meetings in the preceding years, the regulations of the Department had undergone extensive yearly modifications, and it was the wish of the members that there should be a season of rest. For much the same reason, and also because no matters of importance required discussion, it was decided to hold no meeting in April, 1897. The Conferences consisted of about forty members, of whom the majority were non-officials, and sat for three days. The most important matters considered since 1891-92 have been the following: the conditions and rates of grant to "venture schools;" the place of physical training in the school curriculum; the question of leave from school before and after public examinations; the recognition of schools that refuse to observe the inter-school rules; the bearing on college discipline of the Punjab University system of attaching no importance to attendance at a regular course of study; the place to be given in schools to object lessons; the encouragement by schools of the Science and Clerical and Commercial courses; the question of "attendance and staff grants" for Indigenous schools; conditions of the award of female teachers' certificates; the need of Technical and Industrial schools; revision of the grant-in-aid rules for

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Public schools; revision of the grant rates for Indigenous schools; revision of the Primary schools standards; revision of the rules for the award of scholarships in girls' school; courses of needlework for girls' schools; raising the standards of attainment for admission to the English classes of the Central Training College; and the form and mode of keeping a good conduct register.

Departmental Conferences were held in the same years as the General Conferences, and immediately after them. The following matters have been considered since 1891-92; suitable plans of buildings for Vernacular schools; the encouragement of teachers' associations; the privileges of Board school teachers; the endorsing of teachers' certificates; instructions to inspecting officers to secure uniformity in the Primary examinations; the mode of collecting the statistics of Indigenous schools; the employment of English-knowing teachers on the Oriental side of Board schools; and the affording relief to Assistant Inspectors from their present very heavy work.

The Conferences possess no actual authority; but the matters laid before them are open to free discussion, votes being taken and recorded in all cases where there are differences of opinion. The full proceedings are afterwards submitted to Government, for such orders as may appear desirable. "And it will suffice to say, with reference to the Conferences under report, that, with but few exceptions, the decisons recorded were adopted by the Lieutenant-Governor, and thereafter embodied in the regulations of the Department. The usefulness of these Conferences can hardly be overrated, in the way of their helpfulness to the Department; and they have secured that the measures adopted have generally the approval of all classes of the people."

Conferences in the Other Provinces

In the Report for the North-West Provinces and Oudh, nothing whatever is said about Educational Conferences.

In the Report for the Central Provinces, mention is made of a Conference held at Jubbulpore, in March, 1896, under the presidency of Sir E. Buck, for the discussion of the whole question of agricultural education. Resolutions were adopted for improving the Agricultural School at Nagpur.

In Burma, three Conferences of Aided school managers were held in 1894 and 1895, at Rangoon, Moulmein, and Mandalay, at which several useful changes in the standards of instruction and in the Grant-

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in-aid Code were discussed with the teachers. The results are embodied in the fourth edition of the Educational Code, which was issued in May, 1895. In 1896, Sir E. Buck summoned a Conference of officials, to which the Director was invited, to discuss the question (among others) of introducing the teaching of the elements of agriculture and science into the schools of the Province. Arrangements have been made for introducing such studies, and for training teachers in them, as soon as suitable text-books are ready. On the general question, the Director writes: "Conferences, constant touch between the officers of the Department and school-managers, a readiness to listen to and, where possible, meet the difficulties put forward by managers, and the vastly improved grant-in-aid rules which resulted from the Conference of 1895-96, have done much to put things on a pleasant footing."

In Assam, a Conference of Deputy Inspectors and headmasters of Government High schools was held at Shillong in the summer of 1895, to revise educational forms and discuss educational matters. Another Conference was held at Shillong in August, 1895, to which the secretary of the Welsh Mission and a representative of the Sylhet Union were invited. The following questions were discussed, and the resolutions adopted have (with a single exception) received the sanction of Government:—A rule for prohibiting the transfer of pupils from schools in the same place, unless at stated periods; a rule to meet the case of the frequent disputes which arise regarding the amounts due from pupils at the time of applying for a transfer certificate; a rule forbidding the issue of transfer certificates for six weeks before the annual examination for promotion; periods of study which should be required from a pupil to render him eligible for one of the several Government scholarships; certain alterations in the grant-in-aid rules for Middle and Upper Primary schools, in order to bring them into conformity with those for High schools; proposals for appointing inspecting *pandits* to assist Sub-inspectors in inspecting Lower Primary schools; proposals regarding female education in the Surma Valley; the desirability of preparing a concise text-book on the art of teaching. In January, 1896, a Conference was held at Gauhati, at which Sir E. Buck was present, to consider the advisability of making the present system of Primary education more practical, by means of object lessons and elementary instruction in science, so as to prepare the minds of pupils to assimilate any kind of technical instruction that may hereafter be introduced. The proposals then agreed upon have been generally

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accepted by the Chief Commissioner.

Besides these Conferences, meetings of *gurus* are annually held by the inspecting staff, for the purpose of giving instruction in the subjects taught in Primary schools and of pointing out deficiencies. These meetings are also useful as affording the *gurus* an opportunity to interchange ideas and compare the efficiency of their respective schools.

In Coorg, no Conferences are held; nor can it be said that they are wanted in so tiny a Province.

In Berar, a Conference was held at Akola in November, 1896, concerning which the Director states in his Report that a full account of the proceedings has been given elsewhere. In his concluding address, he explained to those assembled how some of the subjects (such as translation parsing, English reading) ought to be taught, and insisted upon the duty of avoiding cramming. Meetings are periodically held at central places of town and village schoolmasters, at which papers are read on educational topics, resolutions are passed, and classes are experimentally taught in public. These meetings are said to be very useful in improving the methods and information of the village schoolmasters, and in promoting social intercourse.

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J.S. COTTON

Textbooks and Libraries for Educational Institutions in India

TEXT-BOOKS AND LIBRARIES

Text-books in Madras

In Madras, up to 1889 the Department prepared and published its own text-books. In that year, the work of both preparation and publication was left to private enterprise, though the Department contined to prescribe what books should be used. At the beginning of 1891, the committee appointed to revise the standing orders recommended the entire exclusion of specific text-books from the curricula, and instead the issue of a general list of text-books approved by the Department, to which new books might from time to time be added and from which books no longer suitable might be removed. Accordingly, in February, 1892, the formation of a committee was sanctioned, called the Madras Standing Committee for Text-books, the most important duty of which is to recommend for the approval of the Department suitable text-books on all subjects for use in Aided and recognised schools, general and special, in accordance with the curricula from time to time prescribed, the list of books being so varied

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as to allow large liberty of choice to managers of schools. As finally constituted, the committee consists of about 33 members, of whom the majority are non-officials. The president is the Professor of mathematics in the Christian College, and one of the members acts as secretary. There are 15 sub-committees, including the library sub-committee. Up to 31st March, 1897, the number of publications referred to the committee was 2,189, of which all but 41 had been examined.

Since 1892, the entire stock of Government copyright books has been cleared away. The printing of such books is now left to private enterprise, the duty of the Department being confined to supervising the publication, with a view to securing a good quality of paper and binding, clear typography, and a correct text. In 1896-97, only three firms printed Government copyright books—the Madras School-book and Literature Society, the Empress of India Press, and the Basel Mission Book and Tract Repository at Mangalore. They printed altogether 95 books, of which 270,270 copies were sold, to the value of Rs. 28,035. These figures show a considerable decrease, compared with five years ago.

As mentioned elsewhere, a Primer for the use of the Laccadive islanders was brought out in 1895, as an experimental measure, to be followed, if successful, by a series of Readers. The number of copies printed was 500, of which 400 were sent to the Collector of Malabar and 75 to the Collector of South Canara, for free distribution among the teachers and pupils in the Laccadives. "Though the Primer has now been in use for more than a year and a half, no information has been received as to whether it is appreciated by the islanders."

There is an Educational Library and Museum attached to the office of the Director, which is open to the public during office hours. "Almost every mail from Europe brings specimens of educational works from the leading publishing firms in Great Britain, not to speak of the books published in India which are constantly coming in for the Director's approval and patronage. Such of them as are intended for use in Secondary and Primary schools are referred to the Text-book Committee, and the rest are placed in the library."

The Educational Rules in Madras require, as one of the conditions of recognition, that all schools above the Primary and the lowest class of Industrial shall possess a suitable library; and inspecting officers are required, at every annual inspection of a college or school, to examine the library and report on it—how many volumes it contains, their

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condition, their suitability for the institution, the extent to which they include books for general reading, and the extent to which they have been used by both teachers and pupils. Reading-rooms exist in most of the colleges and in some Secondary schools, and periodicals of literary or scientific interest are subscribed for with the help of a grant from Public Funds. The Grant-in-aid Code provides for payment of half the cost of library books and English periodicals. Museums are being formed in all well-managed schools; and in this respect Primary schools are more advanced than Secondary, owing to the accumulation of materials used in Kindergarten work and object lessons. Technical institutions usually have museums attached to them, containing models and specimens for teachers and students. An art loan collection has been formed at the office of the Director, from which pictures are lent to schools. Exhibitions of needlework are held in Madras under the auspices of the National Indian Association. In the Grant-in-aid Code of 1896-97, a provision has been inserted for the payment of half-grants towards needlework, industrial, and art exhibitions.

An annual allotment of Rs. 3,000 is provided from Provincial Revenues for the encouragement of literature. In 1896-97, only Rs. 1,510 was spent—Rs. 70 as remuneration for translating the Indian Kindergarten into Tamil, Rs. 380 on the publication of Readers for the blind, and the balance on the purchase of books and periodicals for distribution.

Text-books in Bombay

No change has been made during the last five years in the system of preparing and distributing text-books in Bombay. The work mainly rests in the hands of the Department. There is a Book Committee for each of the four Divisions, with a translator attached, whose duty it is to report on new publications and revise new editions of books already sanctioned. It would seem that the work of these committees is confined to school-books in the vernacular. "Secondary schools are allowed to use their discretion as to English books, subject to the supervision of the inspecting officers. No vernacular book is admitted into schools, or is sanctioned as fit for libraries or prizes, until it has been reported on by the committee for the vernacular in which it is written, and has been sanctioned by the Director." There are also two private bodies—the Deccan Vernacular Translation Society and the Gujarat Vernacular Society—which "can exercise a most useful influence on the vernacular writings of the present day, and help to

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guide aspiring authors into safe paths." During 1896-97, the former examined a large number of books, and awarded prizes to 16 authors. "The report of the Conferences held in 1896-97 shows what action the Department proposes to take to provide for new books required, and to secure the soundness of our present reading series. I may state that the Department in no way wishes to maintain a monopoly, and that we are prepared to welcome good books and to place them side by side with the Departmental books. But private enterprise is backward, and for the present the Department has to depend largely upon its own exertions for the requisite supply of vernacular literature." School-books are sold through a central depôt (with 21 branches) and a book depôt in Sind. In 1896-97, the total sale-proceeds amounted to Rs. 1,59,428; and Rs. 1,117 was spent on payments to authors. The Educational Museum at Bombay continues to receive many books from English publishers, some of whom took advantage of the Poona Conference to display a large assortment of school-books and pictures. "The competition of influential English firms for the patronage of our schools is a most hopeful sign, and I look in the future to agencies which may be trusted to assume gradually much of the initiative work which has hitherto fallen upon the Department." In 1896-97, the total number of registered libraries was 142; the Government spent Rs. 1,080 on the purchase of useful books; while out of the Dakshina Fund Rs. 1,432 was devoted to rewards to authors.

Text-books in Bengal

In Bengal, the preparation of text-books has always been left almost entirely to private enterprise, the chief duty of the Department being to make its selection out of the very large number of publications annually offered for its acceptance. Since 1875, this work has been entrusted to the Central Text-book Committee at Calcutta, with two branch committees—at Bankipore for Hindi and Urdu books, and in Orissa for Uriya books. The central committee now consists of 22 members, of whom 13 are not connected with the Department, under the presidency of Mr. Justice Guru Das Banerji. The following are some of the rules which have been adopted by the committee for their guidance:

"1. A text-book other than a Reader should in point of *size* be as short as possible consistently with clearness and reasonable completeness.

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2. The *get-up* of a text-book should be neat, so as to create in the reader a liking for it; and all such aids to attention as the printing of important words in capitals, italics, or antique letters, and illustrations by pictures or diagrams should be freely availed of.
3. The *language* and *style* of a text-book should be concise and clear, simple and idiomatic; vulgar words and (so far as possible) provincialisms should be avoided; and the arrangement of the different heads or divisions of the book should be methodical.
4. Text-books on English grammar and English composition should, except for classes below the second in Middle schools and the fifth in High schools, be written in English.
5. A text-book should, so far as possible, aim at teaching *rationally* and not *mechanically*.
6. An elementary text-book on any subject other than literature should only deal with those *broad points* of the subject which a general student can fairly be expected to retain in his memory; and it should not be encumbered with such details as can properly find a place only in books of reference or advanced text-books.
7. Primers in English and Bengali should not contain spelling lessons with hard or unusual words.
8. Text-books on grammar should aim principally at teaching *correct modes of speaking and writing*, and the teaching of technical distinctions and niceties should be subservient to the principal object.
9. Books which *embarrass and encumber the student with help*, and think out everything for him instead of leaving him time to think for himself, as certain keys and books on composition do, should not be approved as text-books.
10. Books containing passages which are objectionable on moral, religious, or political grounds should never be approved as text-books.
11. Every new text-book on any subject should have in it the merit either of being cheap or of containing something really *new* and *useful* in point of *matter* or *form*, to justify its existence; and no book should be approved which appears to have been copied or plagiarised from some other book without acknowledgement."

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In 1891, the committee undertook the revision of the list of approved books, with the object of omitting those that have become obsolete or had been superseded by later works. This was a work of much labour, entailing a thorough examination of the 698 books on the old list of 1888, and the re-examination of a good many of them when presented in a revised shape. An expurgated list is now about to be issued, from which nearly half of the books on the old list are excluded. In addition, the committee during the last five years have had to deal with 1,251 new books, of which 563 have been approved, either as school-books or for prizes and school libraries. The proposals for preparing a graduated course for Science Readers, recommended by the Agricultural Conference, have received the sanction of Government, and only details remain for settlement.

The Calcutta School Book Society, with which the Society for the Diffusion of Useful Literature was amalgamated in 1891, continues to serve as the chief medium for the distribution of school-books, with numerous agencies in the Mufassal. The society to a great extent controls the price of foreign publications, which, in the hands of ordinary booksellers, has a tendency to advance when the supply happens to fall short of the demand. Care is taken that pupils in outlying places get the books post-free at the published prices; and where there are no booksellers, permanent advances from the Primary grant are made to Sub-inspectors for the sale of books to Primary and Middle schools. In 1896-97, the School Book Society sold 223,019 books, valued at Rs. 1,10,611.

There is no general educational library and museum in Bengal, such as was recommended by the Education Commission. School papers or magazines, when conducted in the vernacular, are encouraged as far as possible both by the Department and by District Boards.

Text-books in the North-West Provinces and Oudh

Up to 1893, there were four committees in the North-West, under the four Inspectors of Circles, for the selection of text-books for Anglo-Vernacular schools, and the same number for Vernacular schools. In that year, it was decided to appoint a single Provincial committee, consisting of 40 members, of whom 20 are *ex officio*. This committee usually meets once a year, to consider the recommendations of sub-committees, who are entrusted with the actual selection of text-books in the different branches of study. All recommendations require the further sanction of the Director. During last year, 182 revised books

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and 10 MSS were considered by the committee. Of these, 5 were adopted as text-books or as alternatives to books already prescribed, 8 were recommended for teachers' use, 15 for prizes, and 36 for school libraries. Of the 10 MSS, two were approved conditionally, and have since been revised under the direction of the committee. It is the duty of the committee not only to recommend changes and additions to the list, but also to submit suggestions for the preparation of new books that may be wanted.

The distribution of school-books is effected in various ways. Headmasters of District Anglo-Vernacular schools are required to make arrangements, if possible, with some bookseller in the neighbourhood, for the supply of text-books at the retail price marked on them. In the absence of a book-shop, one of the masters is sometimes nominated for the purpose. With regard to Vernacular schools, the orders of the Department are that Deputy Inspectors should arrange for an adequate supply of text-books for sale at the annual centre examinations, so that pupils may at once procure those wanted in the classes to which they are then promoted. They are also required to arrange that the prescribed text-books should be on sale throughout the year at convenient places at a retail price approved by the Department. Publishers allow Deputy Inspectors a discount of 15 per cent on the retail price of these books. In Oudh the work is done officially by the Deputy Inspectors, instead of privately on their own account, as in the North-West proper. And in Naini Tal and Garhwal text-books are supplied to village schools through the agency of *peshkars* and *patwaris*.

Text-books in the Punjab

In the Punjab, the Department prescribes the books to be read in Government and Board schools, but leaves all other schools free. To a large extent, the Departmental books are used in all schools; and this is especially the case with the Vernacular Readers, because there are no others equally suitable. Wherever in the Departmental scheme a choice of alternative books can be given, this is always done. The agencies for the preparation and distribution of text-books, etc., are the Text-book Committee, the translating staff attached to the Central Training College, and the Mufid-i-Am Press at Lahore. The Text-book Committee, which is a thoroughly representative body, decides on the books and appliances required, and arranges for their preparation; the translating staff translates, revises or corrects the books, etc., as may be

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required; the Mufid-i-Am Press, which has at present a contract for this work, prints the books when finally approved by the Department, and distributes them to the schools on terms laid down in the contract.

During the last five years, 35 new text-books of different kinds have been prepared, and nearly all the previously existing text-books have been revised. In addition, the committee has provided courses of object lessons with guides, a series of copy-books on improved lines in each of the vernaculars, translation exercises, school-room charts, and text-book illustrations. The work of the year 1896-97 may be described in more detail. The committee met six times, and there were also 29 meetings of sub-committees. The English sub-committee dealt specially with the question of introductory Readers for the fourth and fifth Primary classes. For a long time it has been felt that English Primers for Indian schools should be on the model, not of English books for English pupils, but of the most approved books for teaching a foreign tongue; and the committee was fortunate in getting Colonel Holroyd to work out the scheme. His *English for Beginners*, Book I was adopted provisionally for the fourth class in 1893; and last year a revised edition has been under consideration, and Book II has been recommended for adoption for the fifth class. Some progress was also made in providing, through the School of Art, suitable illustrations for the Third English Reader. The technical sub-committee was mainly occupied with the translation into Urdu of the notes for teachers on the object lessons prescribed for Primary classes, with the provision of pictorial sheets to illustrate the object lessons, with the translation into Urdu of the Primer of domestic economy prepared for girls' schools, and with the preparation of charts of multiplication and money tables in the vernacular. The history and geography sub-committee approved of the revised Geographical Reader for the fifth Primary class, arranged for the preparation of two maps containing the outlines required for the same class, and of "memory maps" for all the Primary classes, adopted measures to improve the quality of the vernacular maps issued by the contractors, and took steps for revising and bringing up to date the Urdu translation of the History of India read in Vernacular Middle schools. The several languages sub-committees had in hand the preparation of a Kindergarten Manual for the female teachers' certificate examinations and the revision of the elementary Persian Readers, dealt with the revision of the courses of reading in Sanskrit for Secondary classes, of the courses in Hindi and Gurmukhi for girls' schools, and approved of wall sheets for the teaching of Persian

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caligraphy. The library sub-committee recommended further list of books suited to young readers for school libraries, and added 418 volumes to the reference library.

The Mufid-i-Am Press continued to give satisfaction, and obtained a renewal of its contract for another term of five years, on slightly modified terms. It is contended that under this contract—which is mainly concerned with vernacular books—the schools are supplied with better printed and cheaper books, and at less inconvenience, than would be possible on any other system. During last year, 82 different books or editions were printed, with an aggregate of 578,100 copies. The income derived by the committee from copyright books, at the agreed rate of 10 per cent on the retail price, amounted to Rs. 10,112.

Besides its special text-book work, the committee considered 144 books of various kinds submitted for patronage. Out of the grant of Rs. 1,500 from Provincial Revenues for the supply of useful books to schools, 642 volumes were distributed. The scheme of publishing annually translations into Urdu of interesting and instructive works, with the view of improving vernacular literature, continues in active operation; but the rate of production is much smaller than was anticipated. Some practical meausres were taken during the year to check the growth of vernacular translations of very undesirable books.

Text-books in the Central Provinces

In the Central Provinces, the Text-book Committee was reconstituted in 1894. There is now a central committee at Nagpur, to which English and Marathi books are submitted, with two sub-committees at Jubbulpore and Sambalpur for Hindi and Uriya books respectively. During the last five years, the total number of books approved is 23 as text-books, and 54 for prizes or school libraries. The most important work undertaken was the thorough revision of the Hindi Readers. The old Readers had become obsolete in many points of form and matter; and in particular the language was considered pedantic, containing so large an admixture of Sanskrit words as not to be easily understood by the common people. The Government book depôt was abolished, as such, in 1893, the stock having been purchased by Munshi Nawal Kishore, C.I.E., whose firm now undertakes the publication and distribution of text-books, in accordance with the terms contained in the deed of sale.

In accordance with the suggestions of the Society for the Diffusion of Sound and Wholesome Literature, arrangements were

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made in 1894 to establish libraries in High and Middle schools. They are called "hostel libraries," as being under charge of the prefect and open to the boys under certain rules. It was thought that this quasi-ownership would give the boys an interest in the libraries; and, on the whole, the scheme has worked well. It has evoked local contributions, both municipal and private, which, with an annual allotment of Rs. 1,000 from Provincial Revenues, have enabled the Department to open libraries in most High and Middle schools. Efforts have also been made to open small libraries in connexion with the more important Primary schools.

Text-books in Burma

In Burma, the Text-book Committee has been reconstituted during the period, being made smaller and more efficient. Mr. Lonsdale continues editor; but in view of the increased work that Upper Burma brought with it, his office has been considerably strengthened. At one time an attempt was made to throw open the work of translation; but the result was most disappointing, and all translation has again been confined to the office. The printing of the books thus prepared is now put up for public competition, under a copyright for five years.

Up to the present, the outside public has done little towards producing educational literature in Burmese. With the exception of a Grammar for Primary schools by Maung Tha Hto, the Pali works edited by Mr. Gray of the Rangoon College and one or two Native scholars, this has been confined to worthless Keys and Compendiums. The preparation of a good Geography, a good Arithmetic, Algebra, and Euclid, and other really useful books, has been left to officers of the Department and specially to Mr. Lonsdale, the editor of vernacular text-books. The preparation of a Grammar in Burmese suitable for standards above the fourth has occupied a sub-committee since 1893. It was completed in January 1897, and is now in course of printing. A translation of Morris's *Teaching of Drawing*, for the use of Vernacular teachers, was finished in August, 1896. This had been preceded by a thorough revision of the *Vessantra Jataka Vatthu*, a text-book prescribed for the higher standards, the existing editions of which were found to be full of errors, omissions, and discrepancies. A translation of the first volume of the Kindergarten Guide is now under revision, and will shortly be ready for the printer.

In 1892, the preparation was commenced of a series of mathematical text-books in Burmese, for the publication of which the

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Department entered into an arrangement with Messrs. George Bell and Sons. Two of the series are already in use, and a third will be published very shortly. A similar arrangement was made with Messrs. Macmillan & Co. for the publication of a series of geographical books in Burmese, adapted to the standards. The first of the series, entitled "First Lessons in Geography for the Third Standard," with a well-engraved map of the world in hemispheres, has been published; and the others are in active preparation. In both cases the books have been written in English by Mr. Wedderspoon, and translated into Burmese in the office of the editor. During the last five years the total number of books prepared and published by the committee is 16, while 7 have been submitted to them for examination and report.

Text-books in the Other Provinces

The text-books in both English and Bengali which have been approved by the Text-book Committee at Calcutta are accepted in Assam, with a few additions made by the Director. All recognised schools are required to use the books included in this list and no others, with the exception of a few elementary books on land measurement in the Surma Valley, where the standards of measure are local, and the books in use have been approved by competent authorities. All books in Assamese have to be approved by the Text-book Committee at Nowgong. In 1896-97, the number of books submitted to this committee was 13, of which 7 were approved.

In Coorg, there is a Government book depôt at Mercara, with six branch depôts. Its operations are confined to the supply and distribution of text-books for Primary schools. The annual sales amount to about Rs. 700.

In Berar, there is a Text-book Committee, which reported on 6 books during 1896-97. For distribution, there is one central book depôt at Akola, with 29 branch depôts. The sales during the year amounted to 128,026 copies, of which 8,447 were in English, 111,740 in Marathi, 868 in Sanskrit, 60 in Persian, and 6,911 in Urdu. The total amount realised was Rs. 17,558. The Departmental series—consisting of the First, Second, and Third Readers, and the Geography of Berar—was revised and reprinted during the year. Of the 11 books registered in the Province under Act XXV of 1867, 10 were issues of the *Berar School Paper*, which is printed by a newspaper press at Akola. The total number of libraries and reading-rooms in the Province is 37, of which 11 are partly supported by grants from Municipal Funds.

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General Table 1

Abstract Statement of Colleges, and Scholars in the Several Provinces of British India at the end of the Official Year 1896-97 (For Details, see General Table 3)

Area and Population				Public Institutions							Private Institutions		Grand Total	Percentage of
				University Education		Schools Education General		Schools Education Special						
Total Area in Square Miles	Number of Towns and Villages	Population		Arts Colleges	Professional Colleges	Secondary Schools	Primary Schools	Training Schools	All other Special Schools	Total of Public Institutions	Advanced	Elementary		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions—											Institutions to number of towns and villages
			For Males	115	40	4,827	97,881	139	334	103,336	5,179	35,501	144,016	25.08
			For Females	5	—	440	6,039	45	21	6,550	1	1,458	8,009	1.39
	Towns— 1,565	Males— 118,266,209	Total	120	40	5,267	103,920	184	355	109,886	5,180	36,959	152,025	26.47
	Villages— 572,873	Females— 114,223,813												

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1,074,268			Scholars											Male scholars to male population of school-going age*
			Male	14,333	4,320	495,132	2,892,264	4,497	17,830	3,428,376	64,391	461,945	3,954,712	22.29
	Total–574,438	Total–232,490,022												
			Females	87	43	40,023	317,561	1,170	1,122	360,006	991	41,161	402,158	Female scholars to female population of school-going age* 2.34
			Total	14,420	4,363	535,155	3,209,825	5,667	18,952	3,788,382	65,382	503,106	4,356,870	Total scholars to total population of school-going age* 12.49

*The population of school-going age is taken at 15 per cent of the whole population.

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GENERAL TABLE 2

Abstract Statement of Expenditure on Public Instruction in the several Provinces of British India for the Official Year 1896-97
(For Details, see General Table 4)

		Total Direct Expenditure on Public Instruction							
		University Education		*School Education, General*		*School Education, Special*		*Total*	*University*
		Arts Colleges	*Professional Colleges*	*Secondary Schools*	*Primary Schools*	*Training Schools*	*All other Special Schools*		
1		*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Institutions	For Males	23,56,287	9,00,657	96,55,231	98,55,463	5,80,118	11,47,128	2,44,94,884	6,70,895
	For Females	13,334	—	17,96,988	12,33,391	1,68,975	31,155	32,43,853	
	Total	23,69,631	9,00,657	1,14,52,219	1,10,88,854	7,49,093	11,78,283	2,77,38,737	6,70,895
2(a)— Percentages of Provincial Expenditure included in columns 2–17 to Total Provincial Expenditure on Public Instruction		10.4	6.8	19.7	17.1	5.2	6.5	65.7	.1

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(b)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	.2	—	14.2	59.3	2	1.2	76.9	—
(c)—Percentages of Municipal Expenditure included in columns 2–17 to Total Municipal Expenditure on Public Instruction	1.7	.2	35.5	46.7	.3	.3	87.4	—
(d)—Percentages of Total Expenditure in columns 2–17 to Total Expenditure on Public Instruction	6.7	2.6	32.5	31.5	2.1	3.3	78.7	1.9

(Contd.)

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GENERAL TABLE 2 (*Continued*)

		Total Indirect Expenditure on Public Instruction							
		Direction	*Inspection*	*Scholar-ships*	*Buildings*	*Special Grants for Furniture and Apparatus*	*Mis-cellaneous*	*Total*	*Total Expenditure on Public Instruction*
1		*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*
1. Institu-tions	For Males	3,80,053	20,57,284	7,97,738	21,52,539	2,17,588	12,30,066	75,06,163	3,52,44,900
	For Females								
	Total	3,80,053	20.57,284	7,97,738	21,52,539	2,17,588	12,30,066	75,06,163	3,52,44,900
2. (a)—Percentages of Provincial Expenditure included in columns 2–17 to Total Provincial Expenditure on Public Instruction		4	13.7	4.6	9.6	.7	1.6	34.3	100

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(b)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	—	11.3	2.5	6.3	.6	2.4	23.1	100
(c)—Percentages of Municipal Expenditure included in columns 2–17 to Total Municipal Expenditure on Public Instruction	—	1.7	1.7	6	1	2.2	12.6	100
(d)—Percentages of Total Expenditure in columns 2–17 to Total Expenditure on Public Instruction	1.1	5.8	2.3	6.1	.6	3.5	21.3	100

(*Contd.*)

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GENERAL TABLE 2 (*Continued*)

		Total Direct Expenditure on Public Instruction											
		University Education						School Education, General					
		Arts Colleges			Professional Colleges			Secondary Schools			Primary Schools		
1		2			3			4			5		
3. Average Annual Cost of educating each Pupil in—		R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.
Government Institutions	Cost of Provincial Revenues	185	8	4	192	8	6	13	12	6	5	4	10
	Cost to Local and Municipal Funds	1	2	0	1	11	1	3	4	11	0	11	2
	Total Cost	269	3	1	257	7	10	35	13	2	7	3	4
Local Fund Schools	Cost to Provincial Revenues	—	—	—	—	—	—	0	8	9	1	0	10
	Cost to Local Funds	—	—	—	—	—	—	4	3	7	3	9	11
	Total Cost	—	—	—	—	—	—	8	4	2	4	11	10

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Municipal Schools	Cost to Provincial Revenues	33	12	8	—	—	—	1	10	4	1	7	3
	Cost to Municipal Funds	30	12	3	—	—	—	7	3	10	3	10	7
	Total Cost	146	9	2	—	—	—	19	9	3	6	11	5
Institutions in Native States	Cost to Native State Revenues	241	3	2	—	—	—	17	16	6	4	1	3
	Cost to Local and Municipal Funds	—	—	—	—	—	—	0	15	11	0	6	3
	Total Cost	273	2	9	—	—	—	31	8	6	5	1	5
Aided Institutions	Cost to Provincial Revenues	39	2	4	—	—	—	4	3	5	0	5	6
	Cost to Local and Municipal Funds	4	4	4	—	—	—	1	14	11	0	12	7
	Total Cost	158	12	1	62	7	5	23	15	5	3	1	11
Unaided Institutions	Total Cost	55	13	7	28	2	9	18	14	4	1	11	11
All Institutions	Cost to Provincial Revenues	66	15	11	140	3	10	3	9	0	0	8	6
	Cost to Local and Municipal Funds	2	7	8	1	3	11	2	8	11	1	5	5
	Total Cost	160	4	0	196	7	8	21	11	5	3	6	3

(Contd.)

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GENERAL TABLE 2 (*Continued*)

		Total Direct Expenditure on Public Instructions								
		School Education, Special								
		Training Schools			All other Special Schools			Total		
1		*6*			*7*			*8*		
3. Average Annual Cost of educating each Pupils in—		*R.*	*A.*	*P.*	*R.*	*A.*	*P.*	*R.*	*A.*	*P.*
Government Institutions	Cost to Provincial Revenues	117	5	11	54	13	9	33	8	7
	Cost to Local and Municipal Funds	21	12	9	5	2	9	3	6	9
	Total Cost	141	2	6	77	4	7	54	8	9
Local Fund Schools	Cost to Provincial Revenues	19	9	8	18	15	8	1	0	5
	Cost to Local Funds	95	9	1	27	14	4	3	5	7
	Total Cost	117	12	2	88	12	3	5	3	8

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Municipal Schools	Cost to Provincial Revenues	26	3	3	17	2	11	1	9	5
	Cost to Municipal Funds	13	9	0	20	7	4	4	9	6
	Total Cost	50	4	10	45	15	0	10	0	9
Institutions in Native States	Cost to Native State Revenues	247	5	2	115	6	7	5	8	2
	Cost to Local and Municipal Funds	—	—	—	—	—	—	0	6	11
	Total Cost	249	2	5	115	6	7	7	6	11
Aided Institutions	Cost to Provincial Revenues	38	4	1	14	8	3	1	0	9
	Cost to Local and Municipal Funds	1	11	2	4	4	8	0	14	11
	Total Cost	114	11	0	53	1	9	6	10	4
Unaided Institutions	Total Cost	57	14	9	18	1	0	5	6	9
All Institutions	Cost to Provincial Revenues	87	1	11	33	10	7	1	12	0
	Cost to Local and Municipal Funds	20	4	4	6	2	3	1	9	2
	Total Cost	131	1	2	63	10	11	7	9	11

(*Contd.*)

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General Table 3

Colleges, Schools, and Scholars in the several Provinces of British India for the Official Year 1896-97

Class of Institutions	Public Institutions							
	Under Public Management							
	Managed by Government				Managed by Local Fund and Municipal Boards			
	Number of Institutions	Number of Scholars on the Rolls on 31st March	Average Number on the Rolls monthly during the year	Average Daily Attendance	Number of Institutions	Number of Scholars on the Rolls on 31st March	Average Number on the Rolls monthly during the year	Average Daily Attendance
1	2	3	4	5	6	7	8	9
University Education								
Arts Colleges								
English	23	3,478	3,652	3,153	5	199	185	159
Oriental	2	376	349	313	—	—	—	—
Colleges or Departments of Colleges for Professional Training								
Law	14	1,284	1,431	1,150	1	12	11	8
Medicine	4	1,067	1,118	1,010	—	—	—	—
Engineering	4	667	693	637	—	—	—	—
Teaching	2	58	57	53	—	—	—	—
Agriculture	1	47	40	37	—	—	—	—
Total	50	6,977	7,340	6,353	6	211	196	167

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School Education, General									
Secondary Schools									
For Boys—									
High Schools		129	30,940	31,399	26,540	57	14,925	14,322	12,237
Middle Schools	English	64	8,456	8,728	7,245	298	28,726	28,022	23,726
	Vernacular	61	4,858	4,554	3,511	723	78,236	76,357	62,201
For Girls—									
High Schools		6	711	746	627	—	—	—	—
Middle Schools	English	2	111	106	91	1	42	36	25
	Vernacular	42	3,877	3,783	2,805	11	783	772	603
Total		304	48,953	49,316	40,819	1,090	122,712	119,509	98,792
Primary Schools									
For Boys		370	17,140	17,438	13,791	16,309	811,938	795,397	613,819
For Girls		120	6,960	6,750	5,139	948	37,122	37,003	25,094
Total		490	24,100	24,188	18,930	17,257	849,060	832,400	638,913
School Education, Special									
Schools for Special Instruction									
Training Schools for Masters		93	3,499	3,427	3,073	22	321	316	284
Training Schools for Mistresses		11	286	315	277	3	19	48	44
Schools of Art		5	1,358	1,339	968	—	—	—	—
Law Schools		1	16	12	9	—	—	—	—
Medical Schools		11	1,685	1,718	1,586	2	40	36	35
Engineering and Surveying Schools		27	1,389	1,392	1,204	—	—	—	—
Industrial Schools		6	564	580	466	16	1,090	1,021	800
Other Schools		154	4,480	4,573	3,274	7	457	414	347
Total		308	13,277	13,356	10,857	50	1,927	1,835	1,510
Total of Colleges and Schools of Public Instruction		1,152	93,307	94,200	76,959	18,403	973,910	953,940	739,382

(*Contd.*)

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GENERAL TABLE 3 (*Continued*)

Class of Institutions	*Public Institutions*							
	Under Public Management				*Under Private Management*			
	Maintained by Native States				*Aided by Government or by Local Fund or Municipal Boards*			
	Number of Institutions	*Number of Scholars on the Rolls on 31st March*	*Average Number on the Rolls monthly during the year*	*Average Daily Attendance*	*Number of Institutions*	*Number of Scholars on the Rolls on 31st March*	*Average Number on the Rolls monthly during the year*	*Average Daily Attendance*
1	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*
University Education								
Arts Colleges								
English	2	218	161	152	51	5,927	6,094	5,180
Oriental	—	—	—	—	3	111	110	91
Colleges or Departments of Colleges for Professional Training								
Law	—	—	—	—	2	115	141	107
Medicine	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—
Teaching	—	—	—	—	—	—	—	—
Agriculture	—	—	—	—	—	—	—	—
Total	2	218	161	152	56	6,153	6,345	5,378

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School Education, General									
Secondary Schools									
For Boys—									
High Schools		16	4,305	4,091	3,485	404	81,352	83,203	69,272
Middle Schools	English	97	5,838	5,201	4,423	1,085	87,551	84,042	68,438
	Vernacular	13	1,572	1,501	1,084	1,091	64,264	61,442	51,137
For Girls—									
High Schools		—	—	—	—	76	7,662	8,104	6,963
Middle Schools	English	1	22	21	17	140	10,267	10,137	8,574
	Vernacular	—	—	—	—	145	11,890	11,281	9,147
Total		127	11,737	10,814	9,009	2,941	262,986	258,209	213,531
Primary Schools									
For Boys		2,373	142,307	136,781	103,129	56,815	1,634,917	1,552,024	1,262,751
For Girls		220	14,623	13,365	8,836	4,018	109,284	107,647	83,167
Total		2,593	156,930	150,146	111,965	60,833	1,744,201	1,659,671	1,345,918
School Education, Special									
Schools for Special Instruction									
Training Schools for Masters		2	73	62	58	17	593	587	538
Training Schools for Mistresses		2	30	32	27	28	765	752	693
Schools of Art		—	—	—	—	—	—	—	—
Law Schools		—	—	—	—	1	433	275	234
Medical Schools		—	—	—	—	2	129	85	85
Engineering and Surveying Schools		—	—	—	—	1	—	20	18
Industrial Schools		4	271	221	166	25	877	763	667
Other Schools		1	12	13	10	51	3,663	3,737	2,758
Total		9	386	328	261	125	6,460	6,219	4,993
Total of Colleges and Schools of Public Instruction		2,731	169,271	161,449	121,387	63,955	2,019,800	1,930,444	1,569,820

(*Contd.*)

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GENERAL TABLE 3 (*Continued*)

Colleges, Schools, and Scholars in the Several Provinces of British India for the Official Year 1896-97

Class of Institutions	Public Institutions—cont.						Number of Scholars on the 31st March Learning	
	Under Private Management—cont.							
	Unaided				Grand Total of Public Institutions	Grand Total of Scholars on the rolls on 31st March	English	A Classical Language
	Number of Institutions	Number of Scholars on the 31st March	Average Number on the rolls monthly during the year	Average daily Attendance				
1	18	19	20	21	22	23	24	25
University Education								
Arts Colleges								
English	34	4,111	4,236	3,610	115	13,933	13,806	9,175
Oriental	—	—	—	—	5	487	99	487
Colleges or Departments of Colleges for Professional Training								
Law	12	1,113	1,104	878	29	2,524	2,523	—
Medicine	—	—	—	—	4	1,067	1,067	—
Engineering	—	—	—	—	4	667	461	—
Teaching	—	—	—	—	2	58	58	—
Agriculture	—	—	—	—	1	47	47	—
Total	46	5,224	5,340	4,488	160	18,783	18,061	9,662

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School Education, General									
Secondary Schools									
For Boys—									
High Schools		234	52,471	54,714	44,261	840	183,993	175,455	89,545
Middle Schools	English	378	25,270	24,523	19,561	1,922	155,841	121,889	17,543
	Vernacular	177	9,823	9,170	7,229	2,065	158,753	17,367	14,076
For Girls—									
High Schools		8	593	642	538	90	8,966	8,499	1,778
Middle Schools	English	3	228	203	171	147	10,670	9,797	770
	Vernacular	5	382	386	295	203	16,932	2,525	206
Total		805	88,767	89,638	72,055	5,267	535,155	335,532	123,918
Primary Schools							*(a)*		
For Boys		22,014	421,901	390,285	334,961	97,881	3,028,203	68,773	154,810
For Girls		733	13,633	12,497	10,259	6,039	181,622	4,982	9,040
Total		22,747	435,534	402,782	345,220	103,920	3,209,825	73,755	163,850
School Education, Special									
Schools for Special Instruction							*(b)*		
Training Schools for Masters		5	63	57	55	139	4,549	557	1,225
Training Schools for Mistresses		1	18	19	17	45	1,118	494	20
Schools of Art		1	40	36	27	6	1,398	170	—
Law Schools		3	47	47	35	5	96	484	—
Medical Schools		6	840	819	385	21	2,694	886	55
Engineering and Surveying Schools		1	4	6	4	29	1,393	436	—

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 3 (*Continued*)

1	18	19	20	21	22	23	24	25
Industrial Schools	6	299	249	201	57	3,101	547	15
Other Schools	24	1,258	1,247	1,071	237	9,870	2,684	3,737
Total	47	2,569	2,480	1,795	539	24,619	6,258	5,052
Total of Colleges and Schools of Public Instruction	23,645	532,094	500,240	423,558	109,886	3,788,382	433,606	302,482
Private Institutions								
1. Advanced Teaching—								
(a) Arabic or Persian					2,647	35,578	58	35,254
(b) Sanskrit					2,484	29,060	—	29,015
(c) Any other Oriental Classic					49	744	—	744
2. Elementary Teaching— A Vernacular only or Mainly	For Boys				24,482	315,633	3,037	38,904
	For Girls				185	3,133	52	496
3. Elementary Teaching— The Koran Only	For Boys				10,602	158,408	—	149,890
	For Girls				1,238	16,904	—	12,417
4. Other Schools not Conforming to Departmental Standards	For Boys				417	7,825	1,965	1,958
	For Girls				35	1,203	128	49
Total					42,139	568,488	5,240	268,727
Grand Total					152,025	4,356,870	438,846	571,209

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 3 (*Continued*)

Class of Institutions	*Number of Scholars on the 31st March Learning*	*Classification of Scholars on the 31st March According to Race or Creed*						
	A Vernacular Language	*Europaens and Eurasians*	*Native Christians*	*Hindus*	*Muhammadans*	*Others*	*Number of Girls in Boys Schools*	*Number of Boys in Girls Schools*
1	*26*	*27*	*28*	*29*	*30*	*31*	*32*	*33*
University Education								
Arts Colleges								
English	2,464	192	461	11,897	939	444	35	—
Oriental	22	—	—	416	71	—	—	—
Colleges or Departments of Colleges for Professional Training								
Law	—	11	55	2,199	190	69	—	—
Medicine	—	101	64	771	64	67	43	—
Engineering	—	126	17	476	35	13	—	—
Teaching	—	—	8	50	—	—	—	—
Agriculture	—	—	—	45	2	—	—	—
Total	2,486	430	605	15,854	1,301	593	78	—

(*Contd.*)

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GENERAL TABLE 3 (*Continued*)

1		*26*	*27*	*28*	*29*	*30*	*31*	*32*	*33*
Schools Education, General									
Secondary Schools									
For Boys—									
High Schools		120,878	6,704	7,454	141,434	24,292	4,109	514	—
Middle Schools	English	143,565	5,192	7,313	117,406	21,273	4,657	2,452	—
	Vernacular	158,789	14	3,126	116,164	29,688	9,761	3,792	—
For Girls—									
High Schools		4,101	5,994	1,774	637	8	553	—	906
Middle Schools	English	4,135	6,099	3,691	464	17	399	—	1,708
	Vernacular	16,932	24	4,920	10,763	698	527	—	689
Total		448,400	24,027	28,278	386,868	75,976	20,006	6,758	3,303
Primary Schools									
For Boys		3,014,897	1,395	65,384	2,165,939	620,267	175,218	144,073	—
For Girls		179,662	2,027	11,912	130,606	26,892	10,185	—	8,113
Total		3,194,559	3,422	77,296	2,296,545	647,159	185,403	144,073	8,113
School Education, Special									
Schools for Special Instruction									
Training Schools for Masters		4,380	3	802	3,068	475	201	58	—
Training Schools for Mistresses		1,111	66	836	168	21	27	—	10
Schools of Art		463	64	87	1,025	158	64	49	—
Law Schools		12	1	1	425	63	6	—	—
Medical Schools		1,091	89	183	1,941	458	23	74	—

Engineering and Surveying Schools	957	42	21	654	133	543	—	—
Industrial Schools	1,946	104	344	1,840	716	97	—	—
Other Schools	5,285	741	587	4,157	4,145	240	50	118
Total	15,245	1,110	2,861	13,278	6,169	1,201	231	128
Total of Colleges and Schools of Public Instruction	3,660,690	28,989	109,040	2,712,545	730,605	207,203	151,140	11,544
Private Institutions								
1. *Advanced Teaching*—								
(a) Arabic or Persian	1,136	—	—	5,088	30,482	8	835	—
(b) Sanskrit	543	—	—	29,024	2	34	17	—
(c) Any other Oriental Classic	—	—	—	649	45	50	84	—
2. *Elementary Teaching*— A Vernacular only or Mainly — For Boys	302,828	—	3,296	181,941	29,370	101,281	6,623	—
2. *Elementary Teaching*— A Vernacular only or Mainly — For Girls	2,953	—	402	1,765	240	726	—	302
3. *Elementary Teaching*— The Koran Only — For Boys	10,571	—	—	902	157,448	15	14,247	—
3. *Elementary Teaching*— The Koran Only — For Girls	4,859	—	—	—	16,904	—	—	1,570
4. *Other Schools not Conforming to Departmental Standards* — For Boys	4,884	118	1,914	2,952	1,249	1,380	952	—
4. *Other Schools not Conforming to Departmental Standards* — For Girls	1,068	69	43	731	287	73	—	29
Total	328,842	187	5,655	223,052	236,027	103,567	22,758	1,901
Grand Total	3,989,532	29,176	114,695	2,935,597	966,632	310,770	173,898	13,445

(a) Twenty-one pupils in Primary Schools entered in Table 3 of the Burma Tables as "girls" are entered in Table 1 of those Tables as "boys."
(b) Four pupils in Training Schools for Masters entered.

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Gandhi Memorial College Of Education, Bantalab, Jammu

GENERAL TABLE 4

Expenditure (in rupees) on Public Instruction in the several Provinces of British India for the Official Year 1896-97

Objects of Expenditure	Public Institutions									
	Under Public Management									
	Managed by Government							Managed by Local Fund and Municipal Boards		
	Provincial Revenues	Local Funds	Municipal Funds	Fees	Subscriptions	Endowments and other sources	Total	Provincial Revenues	Local Funds	Municipal Funds
1	2	3	4	5	6	7	8	9	10	11
University Education	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges										
English	7,27,066	4,480	25	2,98,135	—	32,408	10,62,114	6,251	—	5,692
Oriental	14,446	—	—	—	—	473	14,919	—	—	—
Colleges or Departments of Colleges for Professional Training										
Law	–9,706	—	—	84,058	—	2,545	76,897	—	—	—
Medicine	4,07,185	2,206	3,404	84,211	—	4,329	5,01,335	—	—	—
Engineering	1,82,135	—	—	26,881	—	2,250	2,11,266	—	—	—
Teaching	33,332	90	—	590	—	722	34,734	—	—	—
Agriculture	29,912	—	—	525	24	5,063	35,524	—	—	—
Total	13,84,370	6,776	3,429	4,94,400	24	47,790	19,36,789	6,251	—	5,692

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Schools Education, General											
Secondary Schools											
FOR BOYS—											
High Schools		4,24,186	1,16,369	19,423	6,92,260	4,075	36,879	12,93,192	32,880	13,895	1,22,984
Middle Schools	English	1,22,727	14,000	11,947	81,245	3,894	68,602	3,02,415	64,656	52,872	1,43,490
	Vernacular	27,351	—	1,437	13,349	1,427	52	43,616	12,841	3,05,829	34,299
FOR GIRLS—											
High Schools		47,704	—	—	5,348	2,379	10,427	65,858	—	—	—
Middle Schools	English	18,208	—	—	332	—	2,231	20,771	—	—	360
	Vernacular	39,525	—	—	1,250	13	56	40,844	1,202	1,055	11,584
Total		6,79,701	1,30,369	32,807	7,93,784	11,788	1,18,247	17,66,696	1,11,579	3,73,651	3,12,667
Primary Schools											
For Boys		78,736	8,412	8,338	23,438	665	3,967	1,23,556	8,81,128	21,92,572	3,96,969
For Girls		49,509	30	60	974	48	120	50,741	48,096	93,623	1,00,638
Total		1,28,245	8,442	8,398	24,412	713	4,087	1,74,297	9,29,224	22,86,195	4,97,607
School Education, Special											
Schools for Special Instruction											
Training Schools for Masters		3,90,468	75,942	1,501	590	383	4,629	4,72,513	4,627	24,333	103
Training Schools for Mistresses		48,743	3,470	649	75	—	1,763	54,700	2,836	6,205	1,375
Schools of Art		96,718	7	149	12,467	20	13,394	1,22,755	—	—	—
Law Schools		3,000	—	—	875	422	—	4,297	—	—	—
Medical Schools		2,16,269	23,017	12,866	23,722	1,787	1,413	2,79,074	—	439	1,020
Engineering and Surveying Schools		65,665	—	—	19,796	—	2,152	87,613	—	—	—

(Contd.)

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 4

	2	3	4	5	6	7	8	9	10	11
Industrial Schools	17,016	—	—	651	—	13,932	31,599	21,968	21,948	10,629
Other Schools	1,28,743	11,259	3,400	20,819	6	53,400	2,17,717	2,592	5,459	2,456
Total	9,66,622	1,13,695	18,565	78,905	2,618	90,773	12,71,268	32,023	58,384	15,583
Buildings	6,19,567	18,237	509	49	1,850	61	6,40,273	89,672	3,33,720	85,870
Furniture and Apparatus	28,842	3,531	601	1,037	249	5,614	39,874	3,138	25,267	10,478
(Special Grants only)										
Total	6,48,409	21,768	1,110	1,086	2,099	5,675	6,80,147	92,810	3,58,987	96,348
Total Expenditure on Public Instruction	38,07,347	2,81,050	64,309	13,92,677	17,242	2,66,572	58,29,197	11,71,887	30,77,217	9,27,897

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 4 (*Continued*)

Objects of Expenditure	*Public Institutions*										
	Under Public Management										
	Managed by Local Fund and Municipal Boards				*Maintained by Native States*						
	Fees	*Subscriptions*	*Endowments and other sources*	*Total*	*Native State Revenues*	*Local Funds in Native States*	*Municipal Funds in Native States*	*Fees*	*Subscriptions*	*Endowments and other sources*	*Total*
1	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
University Education											
Arts Colleges											
English	13,180	—	1,993	27,116	38,833	—	—	5,148	—	—	43,981
Oriental	—	—	—	—	—	—	—	—	—	—	—
Colleges or Departments of Colleges for Professional Training											
Law	995	—	—	995	—	—	—	—	—	—	—
Medicine	—	—	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—	—	—
Teaching	—	—	—	—	—	—	—	—	—	—	—
Agriculture	—	—	—	—	—	—	—	—	—	—	—
Total	14,175	—	1,993	28,111	38,833	—	—	5,148	—	—	43,981
Schools Education, General											
Secondary Schools											
For Boys—											
High Schools	2,58,496	1,833	3,195	4,33,283	99,030	—	—	91,666	511	8,660	1,99,867
Middle Schools — English	2,61,720	5,338	3,103	5,31,179	80,620	4,886	2,159	36,530	283	3,669	1,28,147
Middle Schools — Vernacular	1,24,745	4,450	1,649	4,83,763	3,514	3,037	683	266	159	—	7,659

(*Contd.*)

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General Table 4 (*Continued*)

	12	13	14	15	16	17	18	19	20	21	22
For Girls—											
High Schools	—	—	—	—	—	—	—	—	—	—	—
Middle Schools — English	—	—	—	360	5,085	—	—	259	—	—	5,344
Middle Schools — Vernacular	65	—	25	13,931	—	—	—	—	—	—	—
Total	6,45,026	11,621	7,972	14,62,516	1,88,249	7,923	2,842	1,28,721	953	12,329	3,41,017
Primary Schools											
For Boys	4,58,156	11,738	16,016	39,56,579	5,32,878	52,255	3,779	72,119	6,272	12,855	6,80,158
For Girls	3,804	769	5,529	2,52,459	79,221	1,358	1,720	—	717	1,211	84,227
Total	4,61,960	12,507	21,545	42,09,038	6,12,099	53,613	5,499	72,119	6,989	14,066	7,64,385
School Education, Special											
Schools for Special Instruction											
Training Schools for Masters	—	—	13	29,076	12,932	—	—	159	—	9	13,100
Training Schools for Mistresses	—	—	—	10,416	10,320	—	—	—	—	—	10,320
Schools of Art	—	—	—	—	—	—	—	—	—	—	—
Law Schools	—	—	—	—	—	—	—	—	—	—	—
Medical Schools	272	—	4,538	6,269	—	—	—	—	—	—	—
Engineering and Surveying Schools	—	—	—	—	—	—	—	—	—	—	—
Industrial Schools	1,708	3,124	25,412	84,789	27,006	—	—	—	—	—	27,006
Other Schools	322	—	3,806	14,635	—	—	—	—	—	—	—
Total	2,302	3,124	33,769	1,45,185	50,258	—	—	159	—	9	50,426
Buildings	1,235	16,253	1,220	5,27,970	71,989	1,096	58	—	1,157	—	74,300
Furniture and Apparatus (Special Grants only)	3,867	502	101	43,353	9,236	1,082	123	—	52	—	10,493
Total	5,102	16,755	1,321	5,71,323	81,225	2,178	181	—	1,209	—	84,793
Total Expenditure on Public Instruction	11,28,565	44,007	66,600	64,16,173	9,70,664	63,714	8,522	2,06,147	9,151	26,404	12,84,602

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Gandhi Memorial College Of Education Bathinda

GENERAL TABLE 4 (*Continued*)

Objects of Expenditure	*Public Institutions—continued*						
	Under Private Management						
	Aided by Government or by Local Fund or Municipal Boards						
	Provincial Revenues	*Local Funds*	*Municipal Funds*	*Fees*	*Subscriptions*	*Endowments and other sources*	*Total*
1	*23*	*24*	*25*	*26*	*27*	*28*	*29*
University Education							
Arts Colleges	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
English	2,30,200	6,166	19,487	3,11,680	30,075	3,63,864	9,61,472
Oriental	12,667	296	544	323	671	8,953	23,454
Colleges or Departments of Colleges for Professional Training							
Law	—	—	—	6,638	—	2,169	8,807
Medicine	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—
Teaching	—	—	—	—	—	—	—
Agriculture	—	—	—	—	—	—	—
Total	2,42,867	6,462	20,031	3,18,641	30,746	3,74,986	9,93,733

(*Contd.*)

GENERAL TABLE 4 (*Continued*)

1		23	24	25	26	27	28	29
School Education, General								
Secondary Schools								
For Boys—								
High Schools	English	4,64,713	51,846	83,285	14,16,955	1,69,788	4,74,038	26,60,625
Middle Schools	English	2,16,557	1,58,955	55,097	5,75,400	2,82,964	2,60,365	15,49,338
	Vernacular	65,554	90,800	29,919	1,56,988	77,477	31,827	4,52,565
For Girls—								
High Schools	English	1,52,974	2,997	4,407	3,17,870	33,826	2,20,427	7,32,591
Middle Schools	English	1,31,953	7,301	5,023	1,95,238	92,243	1,85,604	6,17,362
	Vernacular	56,041	766	8,302	9,011	21,483	80,068	1,75,671
Total		10,87,792	3,12,665	1,86,123	26,71,462	6,77,781	12,52,329	61,88,152
Primary Schools								
For Boys		3,88,483	10,46,930	1,71,402	18,92,503	2,65,491	6,76,557	44,39,366
For Girls		1,81,811	65,331	21,818	57,192	1,71,261	3,01,868	7,99,281
Total		5,68,294	11,12,261	1,93,220	19,49,695	4,36,752	9,78,425	52,38,647
School Education, Special								
Schools for Special Instruction								
Training Schools for Masters		20,716	1,225	—	800	28,414	9,759	60,914
Training Schools for Mistresses		30,508	930	119	8,122	19,362	33,611	92,652
Schools of Art		—	—	—	—	—	—	—
Law Schools		600	—	—	9,784	—	—	10,384
Medical Schools		—	400	1,200	—	1,839	295	3,734
Engineering and Surveying Schools		2,000	600	—	647	—	—	3,247

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Industrial Schools	47,673	3,362	10,372	5,792	3,634	58,512	1,29,345
Other Schools	20,569	2,806	2,217	20,278	13,290	53,299	1,12,459
Total	1,22,066	9,323	13,908	45,423	66,539	1,55,476	4,12,735
Buildings	2,08,124	7,693	3,120	48,224	1,76,413	3,87,942	8,31,516
Furniture and Apparatus (Special Grants only)	31,430	3,651	4,971	32,310	11,028	27,643	1,11,033
Total	2,39,554	11,344	8,091	80,534	1,87,441	4,15,585	9,42,549
University	—	—	—	—	—	—	—
Direction	—	—	—	—	—	—	—
Inspection	—	—	—	—	—	—	—
Scholarships held in—							
Arts Colleges	—	—	—	—	—	—	—
Professional Colleges	—	—	—	—	—	—	—
Secondary Schools	—	—	—	—	—	—	—
Primary Schools	—	—	—	—	—	—	—
Special Schools other than Training Schools	—	—	—	—	—	—	—
Miscellaneous	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—
Total Expenditure on Public Instruction	22,60,573	14,52,055	4,21,373	50,65,755	13,99,259	31,76,801	1,37,75,816

(*Contd.*)

GENERAL TABLE 4 (*Continued*)

Objects of Expenditure	Public Institutions—continued									
	Under Private Management									
	Unaided				Total Expenditure From					Grand Total
	Fees	Subscriptions	Endowments and other sources	Total	Provincial Revenues	Local Funds	Municipal Funds	Fees	All other sources	
1	30	31	32	33	34	35	36	37	38	39
University Education										
Arts Colleges	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	1,14,606	20,703	1,01,266	2,36,575	9,63,517	10,646	25,204	7,42,749	5,89,142	23,31,258
Oriental	—	—	—	—	27,113	296	544	323	10,097	38,373
Colleges or Departments of Colleges for Professional Training										
Law	28,221	468	2,410	31,099	9,706	—	—	1,19,912	7,592	1,17,798
Medicine	—	—	—	—	2,89,295	2,206	3,404	81,323	3,322	3,79,550
Engineering	—	—	—	—	3,00,025	—	—	29,769	3,257	3,33,051
Teaching	—	—	—	—	33,332	90	—	590	722	34,734
Agriculture	—	—	—	—	29,912	—	—	525	5,087	35,524
Total	1,42,827	21,171	1,03,676	2,67,674	16,33,488	13,238	29,152	9,75,191	6,19,219	32,70,288

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Gandhi Memorial College Of Education Bantalab Jammu

School Education, General											
Secondary Schools											
For Boys—											
High Schools		8,84,576	1,05,489	2,69,809	12,59,874	9,21,779	1,82,110	2,25,692	33,43,953	11,73,307	58,46,841
Middle Schools	English	1,21,419	69,615	(a)64,240	2,55,274	4,03,940	2,25,827	2,10,894	10,76,314	8,49,378	27,66,353
	Vernacular	25,455	20,055	8,924	54,434	1,05,746	3,96,629	65,605	3,20,803	1,53,254	10,42,037
For Girls—											
High Schools		74,318	1,970	38,374	1,14,662	2,00,678	2,997	4,497	3,97,536	3,07,403	9,13,111
Middle Schools	English	4,255	2,003	401	6,659	1,50,161	7,301	5,383	2,69,084	2,87,567	6,50,496
	Vernacular	—	1,402	1,533	2,935	96,768	1,821	19,886	10,326	1,04,580	2,33,381
Total		11,10,023	2,00,534	3,83,281	16,93,838	18,79,072	8,16,685	5,31,957	53,49,016	28,75,489	1,14,52,219
Primary Schools											
For Boys		4,55,459	71,883	1,28,462	6,55,804	13,46,347	32,47,914	5,76,709	29,01,675	17,82,818	98,55,463
For Girls		8,626	18,950	19,107	46,683	2,79,416	1,58,984	1,22,516	70,596	6,01,879	12,33,391
Total		4,64,085	90,833	1,47,569	7,02,487	16,25,763	34,06,898	6,99,225	29,72,271	23,84,697	1,10,88,854
School Education, Special											
Schools for Special Instruction											
Training Schools for Masters		—	540	2,975	3,515	4,15,811	1,01,500	1,604	1,549	59,654	5,80,118
Training Schools for Mistresses		—	—	887	887	82,087	10,605	2,143	8,197	65,943	1,68,975
Schools of Art		297	105	48	450	96,718	7	149	12,764	13,567	1,23,205
Law Schools		3,025	—	—	3,025	3,600	—	—	13,684	422	17,706
Medical Schools		15,257	—	902	16,159	2,16,269	23,856	15,086	39,251	10,774	3,05,236
Engineering and Surveying Schools		—	219	—	219	67,665	600	—	20,443	2,371	91,079
Industrial Schools		2,141	144	3,420	5,705	86,657	25,310	21,001	10,292	1,35,184	2,78,444
Other Schools		1,341	5,578	10,883	17,802	1,51,904	19,524	8,073	42,760	1,40,352	3,62,613
Total		22,061	6,586	19,115	47,762	11,20,711	1,81,402	48,056	1,48,940	4,28,267	19,27,376

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 4 (*Continued*)

	30	31	32	33	34	35	36	37	38	39
Buildings	13,934	7,946	56,600	(b)78,480	9,17,363	3,59,650	89,697	63,442	7,22,387	21,52,539
Furniture and Apparatus (Special Grants only)	6,589	2,067	3,829	12,485	(c)63,760	32,449	16,050	43,803	61,526	(c)2,17,588
Total	20,523	10,013	60,429	90,865	9,81,123	3,92,099	1,05,747	1,07,245	7,83,913	23,70,127
University	—	—	—	—	11,561	666	457	6,16,039	42,172	6,70,895
Direction	—	—	—	—	3,80,053	—	—	—	—	3,80,053
Inspection	—	—	—	—	12,99,479	6,52,062	24,510	12,166	69,067	20,57,284
Scholarships held in—										
Arts Colleges	—	—	—	—	1,52,929	1,559	3,124	2,578	75,992	2,36,182
Professional Colleges	—	—	—	—	32,495	1,351	1,029	—	14,262	49,137
Secondary Schools	—	—	—	—	150,425	1,01,632	15,196	3,489	54,528	3,25,270
Primary Schools	—	—	—	—	24,938	21,328	2,032	164	15,327	63,789
Special Schools other than Training Schools	—	—	—	—	75,084	20,504	2,982	—	24,760	1,23,360
Miscellaneous	—	—	—	—	1,55,864	1,36,520	33,254	4,23,834	4,80,594	12,30,066
Total	—	—	—	—	22,82,828	9,35,622	82,584	10,58,270	7,76,732	51,36,036
Total Expenditure on Public Instruction	17,59,519	3,29,137	7,14,070	28,02,726	95,22,985	57,45,944	14,96,721	1,06,10,933	78,68,317	3,52,44,900

(a) Includes Rs. 360 paid by the Shillong Municipality to the Shillong Unaided Mission Middle English School, shown in column 36 Under its proper head.

(b) Includes Rs. 198 spent by Municipal Boards on buildings of Unaided schools in Bengal, shown in column 36 under its proper head.

(c) Includes a total lump sum of Rs. 350 spent on furniture and apparatus in Coorg from Provincial Revenues, but on account of what class or classes of institutions is not stated in the Coorg Report.

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GENERAL TABLE 5

Stages of Instruction of Pupils in Public Schools for General Education in the several Provinces of British India for the Official Year 1896-97

Class of Schools		Number of Schools	Number of Pupils on the rolls on 31st March	High Stage: Comprising all Pupils who have passed beyond the lower Secondary (Middle) Stage, but have not passed the Matriculation Examination			Middle Stage: Comprising all Pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage		
				1			2		
				Boys	Girls	Total	Boys	Girls	Total
1		2	3	4	5	6	7	8	9
Secondary Schools									
For Boys									
Government	English	193	39,396	12,059	4	12,063	13,721	1	13,722
	Vernacular	64	4,961	5	—	5	807	—	807
Local Fund	English	122	12,169	1,122	—	1,122	5,641	11	5,652
	Vernacular	653	67,620	—	—	—	12,871	11	12,882
Municipal	English	233	3,482	3,125	—	3,125	13,769	4	13,773
	Vernacular	67	10,513	—	—	—	2,323	—	2,323
Native States	English	113	10,143	3,376	2	3,378	6,651	1	6,652
	Vernacular	13	1,572	—	—	—	223	1	224
Aided	English	1,488	1,68,851	24,397	73	24,470	49,764	458	50,222
	Vernacular	1,092	64,316	76	—	76	9,458	132	9,590

(*Contd.*)

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GENERAL TABLE 5 (*Contd.*)

1		2	3	4	5	6	7	8	9
Unaided	English	611	77,663	17,329	2	17,331	22,366	15	22,381
	Vernacular	178	9,901	5	—	5	1,864	12	1,876
Total		4,827	498,587	61,494	81	61,575	139,458	646	140,104
For Girls									
Government	English	8	822	—	103	103	—	202	202
	Vernacular	42	3,877	—	—	—	—	270	270
Local Fund	English	—	—	—	—	—	—	—	—
	Vernacular	2	65	—	—	—	—	11	11
Municipal	English	1	42	—	—	—	—	42	42
	Vernacular	9	718	—	—	—	—	107	107
Native States	English	1	22	—	9	9	—	13	13
	Vernacular	..	..	..	..	..	..	..	..
Aided	English	215	17,624	22	906	928	207	4,001	4,208
	Vernacular	146	12,195	—	19	19	43	1,454	1,497
Unaided	English	11	821	—	64	64	10	196	206
	Vernacular	5	382	—	—	—	2	28	30
Total		440	36,568	22	1,101	1,123	262	6,324	6,586
Total Secondary Schools		5,267	535,155	61,516	1,182	62,698	139,720	6,970	146,690
Primary Schools									
For Boys									
Government		370	17,140	—	—	—	—	—	—
Local Fund		15,160	701,397	—	—	—	2,599	3	2,602

Municipal	1,149	110,541	—	—	—	17	—	17
Native States	2,373	142,307	—	—	—	—	—	—
Aided	56,815	1,634,917	—	—	—	575	2	577
Unaided	22,014	421,901	—	—	—	28	—	28
Total	97,881	3,028,203	—	—	—	3,219	5	3,224
For Girls								
Government	120	6,960	—	—	—	—	—	—
Local Fund	607	18,372	—	—	—	—	16	16
Municipal	341	18,750	—	—	—	—	11	11
Native States	220	14,623	—	—	—	—	—	—
Aided	4,018	109,284	—	8	8	—	175	175
Unaided	733	13,633	—	—	—	—	1	1
Total	6,039	181,622	—	8	8	—	203	203
Total Primary Schools	103,920	3,209,825	—	8	8	3,219	208	3,427
Grand Total	109,187	3,744,980	61,516	1,190	62,706	142,939	7,178	150,117

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu.

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Gandhi Memorial College of Education Bahtaas Jammu

GENERAL TABLE 5 (*Continued*)

Class of Schools		Upper Primary Stage: Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			Lower Primary Stage: Comprising all Pupils who have not passed beyond the Lower Primary Stage — Reading Printed Books			Lower Primary Stage: Comprising all Pupils who have not passed beyond the Lower Primary Stage — Not Reading Printed Books			Total		
		3			4			5					
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
		10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools													
For Boys													
Government	English	7,537	2	7,539	5,534	9	5,543	529	—	529	39,380	16	39,396
	Vernacular	1,081	3	1,084	2,361	18	2,379	670	16	686	4,924	37	4,961
Local Fund	English	2,293	16	2,309	2,821	109	2,930	145	11	156	12,022	147	12,169
	Vernacular	13,109	41	13,150	34,776	341	35,117	6,188	283	7,471	66,944	676	67,620
Municipal	English	6,577	3	6,580	7,583	16	7,599	405	—	405	31,459	23	31,482
	Vernacular	1,863	—	1,863	5,182	—	5,182	1,142	3	1,145	10,510	3	10,513
Native States	English	40	—	40	48	2	50	23	—	23	10,138	5	10,143
	Vernacular	254	3	257	713	13	726	356	9	365	1,546	26	1,572
Aided	English	34,978	549	35,527	54,291	1,271	55,562	2,839	231	3,070	166,269	2,582	168,851
	Vernacular	14,526	413	14,939	32,535	2,237	34,772	4,765	174	4,939	61,360	2,956	64,316
Unaided	English	16,122	23	16,145	20,306	101	20,407	1,347	52	1,399	77,470	193	77,663
	Vernacular	2,169	2	2,171	4,914	43	4,957	855	37	892	9,897	94	9,901
Total		100,549	1,055	101,604	171,064	4,160	175,224	19,264	816	20,080	491,829	6,758	498,587

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Gandhi Memorial College Of Education Bantalab Jammu

For Girls													
Government	English	—	145	145	4	320	324	—	40	48	12	810	822
	Vernacular	—	254	254	1	3,055	3,056	—	297	297	1	3,876	3,877
Local Fund	English	—	—	—	—	—	—	—	—	—	—	—	—
	Vernacular	—	10	10	—	44	44	—	—	—	—	65	65
Municipal	English	—	—	—	—	—	—	—	—	—	—	42	42
	Vernacular	—	186	186	—	373	373	—	52	52	—	718	718
Native States	English	—	—	—	—	—	—	—	—	—	—	22	22
	Vernacular	—	—	—	—	—	—	—	—	—	—	—	—
Aided	English	362	3,302	3,664	1,351	5,567	6,918	471	1,435	1,906	2,413	15,211	17,624
	Vernacular	112	1,380	1,492	413	7,662	8,075	92	1,020	1,112	660	11,535	12,105
Unaided	English	24	134	158	107	165	272	48	73	121	189	632	821
	Vernacular	4	69	73	18	221	239	4	36	40	28	354	382
Total		502	5,480	5,982	1,894	17,407	19,301	623	2,953	3,576	3,303	33,265	36,568
Total Secondary Schools		101,051	6,535	107,586	172,958	21,567	194,525	19,887	3,769	23,656	495,132	40,023	535,155
Primary Schools													
For Boys													
Government		2,520	88	2,608	11,062	640	11,702	2,547	283	2,830	16,129	1,011	17,140
Local Fund		142,427	1,565	143,992	493,856	17,700	421,556	116,665	16,582	133,247	665,547	35,850	701,397
Municipal		33,152	130	33,282	54,004	1,212	55,216	20,834	1,192	22,026	108,007	2,534	110,541
Native States		45,471	166	45,637	58,308	771	59,079	35,977	1,614	37,591	139,756	2,551	142,307
Aided		73,802	2,048	75,850	1,158,069	61,288	1,219,357	318,562	20,571	339,133	1,551,008	83,909	1,634,917
Unaided		3,545	39	3,584	291,818	11,808	303,626	108,292	6,371	114,663	403,683	18,218	421,901
Total		300,917	4,036	304,953	1,977,117	93,419	2,070,536	602,877	46,613	649,490	2,884,130	144,073	3,028,203

(Contd.)

GENERAL TABLE 5 (*Continued*)

	10	11	12	13	14	15	16	17	18	19	20	21
For Girls												
Government	1	407	408	76	5,175	5,251	33	1,268	1,301	110	6,850	6,960
Local Fund	—	1,723	1,723	162	10,390	10,552	29	6,052	6,081	191	18,181	18,372
Municipal	19	2,145	2,164	96	9,254	9,350	25	7,200	7,225	140	18,610	18,750
Native States	—	2,454	2,454	9	5,540	5,549	6	6,614	6,620	15	14,608	14,623
Aided	478	5,352	5,830	5,016	68,077	73,093	1,305	28,873	30,178	6,799	102,485	109,284
Unaided	20	175	195	723	7,836	8,559	136	4,742	4,878	879	12,754	13,633
Total	518	12,256	12,774	6,082	106,272	112,354	1,534	54,749	56,283	8,134	173,488	181,622
Total Primary Schools	301,435	16,292	317,727	1,983,199	199,691	2,182,890	604,411	101,362	705,773	2,892,264	317,561	3,209,825
Grand Total	402,486	22,827	425,313	2,156,157	221,258	2,377,415	624,298	105,131	729,429	3,387,396	357,584	3,744,980

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 6

Results of the prescribed Examinations in the several Provinces of British India during the Official Year 1896-97

Nature of Examination	*Number of Institutions Sending Examinees*				*Number of Examinees*				
	Institutions under Public Management	*Aided Institutions*	*Other Institutions*	*Total*	*Institutions under Public Management*	*Aided Institutions*	*Other Institutions*	*Private Students*	*Total*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Arts Colleges—									
Master of Arts	10	11	3	24	129	67	7	99	302
Bachelor of Arts	20	25	20	65	864	1,166	845	347	3,222
Bachelor of Science	5	5	—	10	12	16	—	—	28
First B.A.	3	7	5	15	354	761	275	218	1,608
First B.Sc.	3	3	—	6	5	10	—	1	16
First Arts and Equivalent Examinations (a)	36	57	43	136	1,488	2,319	2,099	942	6,848
Oriental Colleges—									
Master of Oriental Learning	—	1	—	1	—	2	—	—	2
Bachelor of Oriental Learning	—	1	—	1	—	1	—	2	3
Honours in Sanskrit	1	3	1	5	86	3	1	1	91
Honours in Arabic	—	1	1	2	—	6	1	2	9
Honours in Persian	—	1	1	2	—	3	1	4	8
High Proficiency in Sanskrit	5	4	24	33	101	23	45	11	180

(*Contd.*)

Gandhi Smriti and Darshan Samiti
College of Education Bantalab Jammu

GENERAL TABLE 6 (*Contd.*)

	2	3	4	5	6	7	8	9	10
High Proficiency in Arabic	—	1	1	2	—	4	1	—	5
High Proficiency in Persian	—	1	1	2	—	3	2	2	7
Proficiency in Sanskrit	4	8	35	47	28	24	103	4	159
Proficiency in Arabic	1	3	1	5	2	9	1	5	17
Proficiency in Persian (b)	9	11	6	26	47	46	14	21	128
Colleges for Professional Training									
Law—									
Doctor of Law	—	—	—	—	—	—	—	—	—
Master of Law	1	—	—	1	175	—	—	3	178
Honours in Law	—	—	—	—	—	—	—	1	1
Bachelor of Law (c)	12	6	10	28	351	124	362	14	851
First LL.B. Examination	5	2	1	8	646	16	35	31	728
Medicine—									
M.D.	2	—	—	2	3	—	—	1	4
M.B.	3	—	—	3	15	—	—	—	15
First M.B. (d)	3	—	—	3	22	—	—	—	22
Honours in Medicine and Surgery	1	—	—	1	1	—	—	—	1
L.M.S. (e)	4	—	—	4	139	—	—	—	139
First L.M.S.	4	—	—	4	326	—	—	2	328
Preliminary Scientific M.B.	3	—	—	3	136	—	—	—	136
Preliminary Scientific L.M.B.	3	—	—	3	193	—	—	—	193

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GENERAL TABLE 6 (*Continued*)

Nature of Examination	*Number Passed*					*Race or Creed of Passed Scholars*				
	Institutions under Public Management	*Aided Institutions*	*Other Institutions*	*Private Students*	*Total*	*Europeans & Eurasians*	*Native Christians*	*Hindus*	*Muhamma-dans*	*Others*
1	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Arts Colleges—										
Master of Arts	74	28	2	28	132	—	3	116	5	8
Bachelor of Arts	432	584	235	114	1,365	13	58	1,175	62	57
Bachelor of Science	7	8	—	—	15	1	—	12	1	1
First B.A.	239	449	168	94	950	16	90	825	18	1
First B.Sc.	3	5	—	1	9	1	—	6	—	2
First Arts and Equivalent Examinations[a]	759	1,032	817	203	2,811	45	90	2,315	183	178
Oriental Colleges—										
Master of Oriental Learning	—	1	—	—	1	—	—	—	1	—
Bachelor of Oriental Learning	—	—	—	1	1	—	—	1	—	—
Honours in Sanskrit	69	2	—	—	71	—	—	71	—	—
Honours in Arabic	—	5	1	—	6	—	—	—	6	—
Honours in Persian	—	2	—	3	5	—	—	—	5	—
High Proficiency in Sanskrit	68	18	26	6	118	—	—	118	—	—
High Proficiency in Arabic	—	2	—	—	2	—	—	—	2	—
High Proficiency in Persian	—	2	1	2	5	—	—	1	4	—
Proficiency in Sanskrit	15	16	41	4	76	—	—	76	—	—
Proficiency in Arabic	—	5	1	2	8	—	—	—	8	—
Proficiency in Persian[b]	40	39	7	16	102	—	2	68	31	1

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 6 (*Continued*)

	11	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Colleges for Professional Training										
Law—										
Doctor of Law	—	—	—	—	—	—	—	—	—	—
Master of Law	77	—	—	—	77	—	5	58	—	14
Honours in Law	—	—	—	—	—	—	—	—	—	—
Bachelor of Law[c]	103	38	182	11	334	—	2	307	22	3
First LL.B. Examination	222	7	9	2	240	—	10	198	4	28
Medicine—										
M.D.	—	—	—	1	1	1	—	—	—	—
M.B.	8	—	—	—	8	—	2	5	—	1
First M.B.[d]	9	—	—	—	9	1	1	7	—	—
Honours in Medicine and Surgery	1	—	—	—	1	—	—	1	—	—
L.M.S.[e]	68	—	—	—	68	7	10	44	4	3
First L.M.S.	127	—	—	—	127	7	6	99	10	5
Preliminary Scientific M.B.	73	—	—	—	73	3	6	64	—	—
Preliminary Scientific L.M.B.	129	—	—	—	129	4	8	108	2	7

(a) Includes the "Previous Examination" in Bombay.
(b) Includes the "Proficiency in Urdu" (Special Vernacular) Examination of the Allahabad University.
(c) Includes one candidate in the Central Provinces who passed the Provincial Law Certificate Examination.
(d) Includes the "2nd M.B." Examination in Bengal.
(e) Includes the "2nd L.M.S." Examination in Bombay.

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 6 (*Continued*)

Nature of Examination		*Number of Institutions Sending Examinees*				*Number of Examinees*				
		Institutions under Public Management	*Aided Institutions*	*Other Institutions*	*Total*	*Institutions under Public Management*	*Aided Institutions*	*Other Institutions*	*Private Students*	*Total*
1		*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Colleges for Professional Training—*continued*										
Engineering—										
M.C.E.		—	—	—	—	—	—	—	—	—
B.C.E.		2	—	—	2	22	—	—	—	22
L.C.E.		3	—	—	3	27	—	—	—	27
First L.C.E.[a]		3	—	—	3	85	—	—	—	85
Teaching—										
Licentiate in Teaching	Written	4	11	33	48	45	25	73	534	677
	Practical	2	—	—	2	28	—	—	40	68
Agriculture—										
Examination in Agriculture	Second[b]	3	—	—	3	10	—	—	—	10
	First	1	—	—	1	1	—	—	—	1
Schools for General Education—										
Matriculation	Boys[c]	199	386	261	846	3,883	5,695	4,643	3,412	17,633
	Girls	5	61	16	82	16	226	61	16	319

(*Contd.*)

Gandhi Memorial College Of Education Pattalabhumu

GENERAL TABLE 6 (*Continued*)

		2	3	4	5	6	7	8	9	10
Upper Secondary Examination[d]		28	49	28	105	292	312	142	861	1,607
Middle Schools Examination	Boys[e]	1,089	2,069	478	3,636	12,124	14,069	3,801	5,515	35,509
	Girls	11	114	11	136	46	766	37	7	856
Upper Primary Examination	Boys	9,538	5,555	833	15,926	67,281	30,472	5,473	657	[f]134,863
	Girls	450	413	47	910	1,476	2,799	211	9	4,495
Lower Primary Examination	Boys	13,487	22,028	1,097	36,612	113,759	120,180	9,066	541	243,546
	Girls	711	979	75	1,765	4,201	7,690	362	1	12,254
Public Service Certificate Examination	English	894	71	98	1,063	3,120	417	205	1,377	5,119
	Vernacular	78	2	—	80	508	11	—	5	524
Schools for Special Instruction—										
Training School Examination for Masters	Upper[g]	24	5	3	32	580	63	10	112	765
	Lower	101	16	33	150	2,811	268	220	369	3,668
Training School Examination for Mistresses	Upper	6	9	—	15	77	45	—	—	122
	Lower	18	19	3	40	228	250	23	2	503
School of Arts Examination		198	70	36	304	2,778	716	400	302	4,196
Medical Examination		18	—	—	18	630	—	—	12	642
Engineering and Surveying Examination		27	2	4	33	766	22	37	110	935
Industrial School Examination		9	8	1	18	246	78	11	14	349
Veterinary Examination		2	—	—	2	68	—	—	—	68
Agricultural Examination		2	—	—	2	70	—	—	—	70

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Nature of Examination		*Number Passed*					*Race or Creed of Passed Scholars*				
		Institutions under Public Management	*Aided Institutions*	*Other Institutions*	*Private Students*	*Total*	*Europeans & Eurasians*	*Native Christians*	*Hindus*	*Muhammadans*	*Others*
1		*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*
Colleges for Professional Training—*continued*											
Engineering—											
M.C.E.		—	—	—	—	—	—	—	—	—	—
B.C.E.		11	—	—	—	11	—	—	11	—	—
L.C.E.		18	—	—	—	18	—	1	13	—	4
First L.C.E.[a]		41	—	—	—	41	—	8	22	—	11
Teaching—											
Licentiate in Teaching	Written	35	8	5	128	176	32	8	48	1	87
	Practical	12	—	—	24	36	1	6	29	—	—
Agriculture—											
Examination in Agriculture	Second[b]	9	—	—	—	9	—	—	9	—	—
	First	—	—	—	—	—	—	—	—	—	—
Schools for General Education—											
Matriculation	Boys[c]	2,320	2,825	2,079	522	7,746	196	248	6,362	655	285
	Girls	10	126	27	7	170	104	35	8	—	23
Upper Secondary Examination[d]		90	105	40	93	328	40	3	278	5	2

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu

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GENERAL TABLE 6 (*Continued*)

		11	12	13	14	15	16	17	18	19	20
Middle School Examination	Boys[e]	6,935	7,259	1,762	970	16,926	538	837	11,783	2,431	1,337
	Girls	23	528	17	6	574	323	163	16	13	59
Upper Primary Examination	Boys	41,200	17,396	2,736	422	74,859	947	2,875	54,791	10,551	5,695
	Girls	1,077	1,809	134	8	3,028	598	495	1,269	203	463
Lower Primary Examination	Boys	76,182	75,880	5,087	430	157,579	319	2,352	103,889	23,800	27,219
	Girls	2,883	5,224	246	1	8,354	441	831	4,001	683	2,399
Public Service Certificate Examination	English	1,422	168	56	414	2,060	5	7	1,862	151	35
	Vernacular	270	5	—	1	276	1	—	263	11	1
Schools for Special Instruction—											
Training School Examination for Masters	Upper[g]	337	41	4	60	442	4	30	336	46	26
	Lower	1,753	126	79	140	2,100	2	212	1,653	218	15
Training School Examination for Mistresses	Upper	52	24	—	—	76	24	14	24	4	10
	Lower	115	120	14	1	250	20	141	73	10	6
School of Arts Examination		982	197	95	80	1,354	49	110	1,093	78	24
Medical Examination		494	—	—	11	505	29	38	365	68	5
Engineering and Surveying Examination		391	13	13	17	434	4	2	197	57	174
Industrial School Examination		159	55	8	3	225	6	48	101	70	—
Veterinary Examination		51	—	—	—	51	—	—	28	23	—
Agricultural Examination		64	—	—	—	64	—	—	58	6	—

(a) Includes the "2nd L.C.E." Examination in Bombay.
(b) Includes the "Diploma" Examination in Bombay.
(c) Includes the "Girls" in Madras.
(d) Includes the University School Final Examination and High School Examination for Europeans in Bombay, Bengal, and the Central Provinces.
(e) Includes "Girls" in Madras.
(f) Includes 30,980 examinees, of whom 13,105 passed. No details of these figures are, however, shown in columns 6 to 9 and 11 to 14.
(g) Includes "Lower" in the North-Western Provinces and Oudh.

CC-0. Panjab University, Chandigarh. Digital Preservation Foundation, Chandigarh. Funding by IKS-MoE-2025-Grant

Distribution of Local Fund and Municipal Expenditure on Public Instruction in the several Provinces of British India for the Official Year 1896-97

Objects of Expenditure	*Expenditure of Local Fund Boards on Public Instruction*							
	In Institutions Managed by Local Funds Boards							
	Number of Institutions	*Number of Scholars on the rolls on 31st March*	*Average Number on the rolls monthly during the year*	*Average daily Attendance*	*Provincial Grants*	*Local Funds*	*Municipal Grants*	*Fees*
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
University Education					*Rs.*	*Rs.*	*Rs.*	*Rs.*
Arts Colleges								
English	—	—	—	—	—	—	—	—
Oriental	—	—	—	—	—	—	—	—
Colleges or Departments of Colleges for Professional Training								
Law	—	—	—	—	—	—	—	—
Medicine	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—
Teaching	—	—	—	—	—	—	—	—
Agriculture	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	–	—

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 7 (*Contd.*)

1		2	3	4	5	6	7	8	9
School Education, General									
Secondary Schools									
For Boys—									
High Schools		13	3,151	2,853	2,406	12,110	4,079	1,957	54,495
Middle Schools	English	109	9,018	8,643	7,365	21,029	33,577	1,916	86,890
	Vernacular	656	67,723	65,962	53,735	9,399	2,89,163	4,890	1,07,531
For Girls—									
High Schools		—	—	—	—	—	—	—	—
Middle Schools	English	—	—	—	—	—	—	—	—
	Vernacular	2	65	64	54	36	575	—	65
Total		780	79,957	77,522	63,560	42,574	3,27,394	8,763	2,48,981
Primary Schools									
For Boys		15,160	701,397	680,322	524,347	7,21,715	21,35,563	3,658	3,28,893
For Girls		607	18,372	17,562	12,460	11,788	84,415	1,421	75
Total		15,767	719,769	697,884	536,807	7,33,503	22,19,978	5,079	3,28,968
School Education, Special									
Schools for Special Instruction									
Training Schools for Masters		20	302	295	272	3,844	24,333	—	—
Training Schools for Mistresses		2	19	19	18	2,312	5,675	800	—
Schools of Art		—	—	—	—	—	—	—	—
Law Schools		—	—	—	—	—	—	—	—
Medical Schools		2	40	36	35	—	439	1,020	272
Engineering and Surveying Schools		—	—	—	—	—	—	—	—

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Gandhi Memorial College Of Education Bantalab Jammu

Industrial Schools	9	556	517	403	12,026	18,930	—	1,636
Other Schools	3	351	337	296	2,552	5,459	1,200	303
Total	36	1,268	1,204	1,024	20,734	54,836	3,020	2,211
Buildings	—	—	—	—	42,553	3,15,304	2,407	1,178
Furniture and Apparatus (Special Grants only)	—	—	—	—	1,409	24,853	22	3,621
Total	—	—	—	—	43,962	3,40,157	2,429	4,799
Inspection	—	—	—	—	—	—	—	—
Scholarships held in—								
Arts Colleges	—	—	—	—	—	—	—	—
Professional Colleges	—	—	—	—	—	—	—	—
Secondary Schools	—	—	—	—	—	—	—	—
Primary Schools	—	—	—	—	—	—	—	—
Special Schools other than Training Schools	—	—	—	—	—	—	—	—
Miscellaneous	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—	—
Grand Total	16,583	800,994	776,610	601,391	840,773	29,42,365	19,291	5,84,959

(*Contd.*)

CC-0. Agamnigam Digital Preservation Foundation,Chandigarh. Funding by IKS-MoE-2025-Grant

Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 7 (*Continued*)

Objects of Expenditure	*Expenditure of Local Fund Boards on Public Instruction*						
	In Instructions Managed by Local Fund Boards			*In Institutions Managed by*			*Total Local Fund Expenditure on Public Instruction*
	Subscriptions	*Endowments and other sources*	*Total*	*The Government*	*Municipal Boards*	*Private Persons or Associations*	
	10	*11*	*12*	*13*	*14*	*15*	*16*
University Education	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Arts Colleges							
English	—	—	—	4,480	—	6,166	10,646
Oriental	—	—	—	—	—	296	296
Colleges or Departments of Colleges for Professional Training							
Law	—	—	—	—	—	—	—
Medicine	—	—	—	2,206	—	—	2,206
Engineering	—	—	—	—	—	—	—
Teaching	—	—	—	90	—	—	90
Agriculture	—	—	—	—	—	—	—
Total	—	—	—	6,776	—	6,462	13,238

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School Education, General								
Secondary Schools								
For Boys—								
High Schools		600	1,425	74,666	1,16,369	9,816	51,846	1,82,110
Middle Schools	English	3,882	1,346	1,48,640	14,000	19,295	1,58,955	2,25,827
	Vernacular	3,987	1,602	4,16,572	—	16,666	90,800	3,96,629
For Girls—								
High Schools		—	—	—	—	—	2,997	2,997
Middle Schools	English	—	—	—	—	—	7,301	7,301
	Vernacular	—	—	676	—	480	766	1,821
Total		8,469	4,373	6,40,554	1,30,369	46,257	3,12,665	8,16,685
Primary Schools								
For Boys		11,228	6,628	32,07,685	8,412	57,009	10,46,930	32,47,914
For Girls		563	98	98,360	30	9,208	65,331	1,58,984
Total		11,791	6,726	33,06,045	8,442	66,217	11,12,261	34,06,898
School, Education, Special								
Schools for Special Instruction								
Training Schools for Masters		—	13	28,190	76,035	—	1,132	1,01,500
Training Schools for Mistresses		—	—	8,787	3,470	530	930	10,605
Schools of Art		—	—	—	7	—	—	7
Law Schools		—	—	—	—	—	—	—
Medical Schools		—	4,538	6,269	23,017	—	400	23,586
Engineering and Surveying Schools		—	—	—	—	—	600	600

(*Contd.*)

Gandhi Memorial College of Education Bantalab Jammu

GENERAL TABLE 7 (*Continued*)

1	*10*	*11*	*12*	*13*	*14*	*15*	*16*
Industrial Schools	3,124	23,776	59,492	—	3,018	3,362	25,310
Other Schools	—	3,728	13,242	11,259	—	2,806	19,524
Total	3,124	32,055	1,15,980	1,13,788	3,548	9,230	1,81,402
Buildings	11,253	1,161	3,73,856	18,237	18,416	7,693	3,59,650
Furniture and Apparatus (Special Grants only)	502	90	30,497	3,531	414	3,651	32,449
Total	11,755	1,251	4,04,353	21,768	18,830	11,344	3,92,099
Inspection	—	—	—	—	—	—	6,52,062
Scholarships held in—							
Arts Colleges	—	—	—	—	—	—	1,559
Professional Colleges	—	—	—	—	—	—	1,351
Secondary Schools	—	—	—	—	—	—	1,01,632
Primary Schools	—	—	—	—	—	—	21,328
Special Schools other than Training Schools	—	—	—	—	—	—	20,504
Miscellaneous	—	—	—	—	—	—	1,37,186
Total	—	—	—	—	—	—	9,35,622
Grand Total	35,139	44,405	44,66,932	2,81,143	1,34,852	14,51,962	57,45,944

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 7 (*Continued*)

Objects of Expenditure	*Expenditure of Municipal Boards on Public Instruction*							
	In Institutions Managed by Municipal Boards							
	Number of Institutions	*Number of Scholars on the rolls on 31st March*	*Average Number on the rolls monthly during the year*	*Average daily Attendance*	*Provincial Grants*	*Municipal Rates*	*Local Funds*	*Fees*
1	*17*	*18*	*19*	*20*	*21*	*22*	*23*	*24*
University Education					*Rs.*	*Rs.*	*Rs.*	*Rs.*
Arts Colleges								
English	5	199	185	159	6,251	5,692	—	13,180
Oriental	—	—	—	—	—	—	—	—
Colleges or Departments of Colleges for Professional Training								
Law	—	—	—	—	—	—	—	—
Medicine	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—
Teaching	—	—	—	—	—	—	—	—
Agriculture	—	—	—	—	—	—	—	—
Total	5	199	185	159	6,251	5,692	—	13,180

(*Contd.*)

GENERAL TABLE 7 (*Continued*)

1		17	18	19	20	21	22	23	24
School Education, General									
Secondary Schools									
For Boys—									
High Schools		44	11,774	11,469	9,831	20,770	1,21,027	9,816	2,04,001
Middle Schools	English	189	19,708	19,379	16,361	43,627	1,41,574	19,295	1,74,830
	Vernacular	67	10,513	10,395	8,466	3,442	29,359	16,666	17,214
For Girls—									
High Schools		—	—	—	—	—	—	—	—
Middle Schools	English	1	42	36	25	—	360	—	—
	Vernacular	9	718	708	549	1,166	11,584	480	—
Total		310	42,755	41,987	35,232	69,005	3,03,904	46,257	3,96,045
Primary Schools									
For Boys		1,149	110,541	115,075	89,472	1,59,413	3,93,311	57,009	1,29,263
For Girls		341	18,750	19,441	12,634	36,308	99,217	9,208	3,729
Total		1,490	129,291	134,516	102,106	1,95,721	4,92,528	66,217	1,32,992
School Education, Special									
Schools for Special Instruction									
Training Schools for Masters		2	19	21	12	783	103	—	—
Training Schools for Mistresses		1	—	29	26	524	575	530	—
Schools of Art		—	—	—	—	—	—	—	—
Law Schools		—	—	—	—	—	—	—	—
Medical Schools		—	—	—	—	—	—	—	—
Engineering and Surveying Schools		—	—	—	—	—	—	—	—

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Gandhi Memorial College Of Education Bantalab Jammu

Industrial Schools	7	534	504	397	9,942	10,629	3,018	72
Other Schools	4	106	77	51	40	1,256	—	19
Total	14	659	631	486	11,289	12,563	3,548	91
Buildings	—	—	—	—	47,119	83,463	18,416	57
Furniture and Apparatus (Special Grants only)	—	—	—	—	1,729	10,456	414	246
Total	—	—	—	—	48,848	93,919	18,830	303
Inspection	—	—	—	—	—	—	—	—
Scholarships held in—								
Arts Colleges	—	—	—	—	—	—	—	—
Professional Colleges	—	—	—	—	—	—	—	—
Secondary Schools	—	—	—	—	—	—	—	—
Primary Schools	—	—	—	—	—	—	—	—
Special Schools other than Training Schools	—	—	—	—	—	—	—	—
Miscellaneous	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—	—
Grand Total	1,819	172,904	177,319	137,983	3,31,114	9,08,606	1,34,852	5,42,61

(*Contd.*)

Gandhi Memorial College Of Education Bantalab Jammu

CC-0 Agamnigam Digital Preservation Foundation,Chandigarh.Funding by IKS-MoE-2025-Grant

GENERAL TABLE 7 (*Continued*)

Objects of Expenditure	*Expenditure of Municipal Boards on Public Instruction*							
	In Institutions Managed by Local Fund Boards			*In Institutions Managed by*			*Total Municipal Expenditure on Public Instruction*	*Total Expenditure of Local Fund and Municipal Boards on Public Institution*
	Subscriptions	*Endowments and other sources*	*Total*	*The Government*	*Local Fund Boards*	*Private Persons or Associations*		
1	*25*	*26*	*27*	*28*	*29*	*30*	*31*	*32*
University Education	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Arts Colleges								
English	—	1,993	27,116	25	—	(a)19,427	(a)25,144	35,790
Oriental	—	—	—	—	—	544	544	840
Colleges or Departments of Colleges for Professional Training								
Law	—	—	—	—	—	—	—	—
Medicine	—	—	—	3,404	—	—	3,404	5,610
Engineering	—	—	—	—	—	—	—	—
Teaching	—	—	—	—	—	—	—	90
Agriculture	—	—	—	—	—	—	—	—
Total	—	1,993	27,116	3,429	—	19,971	29,092	42,330

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Gandhi Memorial College Of Education Bantalab Jammu

School Education, General									
Secondary Schools									
For Boys—									
High Schools		1,233	1,770	3,58,617	19,423	1,957	83,285	2,25,692	4,07,802
Middle Schools	English	1,456	1,757	3,82,539	11,947	1,916	(b)55,557	2,10,894	4,36,721
	Vernacular	463	47	67,191	1,437	4,890	29,919	65,605	4,62,234
For Girls—									
High Schools		—	—	—	—	—	4,497	4,497	7,494
Middle Schools	English	—	—	360	—	—	5,023	5,383	12,684
	Vernacular	—	25	13,255	—	—	8,302	19,886	21,707
Total		3,152	3,599	8,21,962	32,807	8,763	1,86,483	5,31,957	13,48,642
Primary Schools									
For Boys		510	9,388	7,48,894	8,338	3,658	1,71,402	5,76,709	38,24,623
For Girls		206	5,341	1,54,099	60	1,421	21,818	1,22,516	2,81,500
Total		716	14,819	9,02,993	8,398	5,079	1,93,220	6,99,225	41,06,123
School Education, Special									
Schools for Special Instruction									
Training Schools for Masters		—	—	886	1,501	—	—	1,664	1,03,104
Training Schools for Mistresses		—	—	1,629	649	800	119	2,143	12,748
Schools of Art		—	—	—	149	—	—	149	156
Law Schools		—	—	—	—	—	—	—	—
Medical Schools		—	—	—	12,866	1,020	1,200	15,086	38,942
Engineering and Surveying Schools		—	—	—	—	—	—	—	600

(*Contd.*)

GENERAL TABLE 7 (*Continued*)

1	*25*	*26*	*27*	*28*	*29*	*30*	*31*	*32*
Industrial Schools	—	1,636	25,297	—	—	10.372	21,001	46,311
Other Schools	—	78	1,393	3,400	1,200	2,217	8,073	27,597
Total	—	1,714	29,205	18,565	3,020	13,908	48,056	2,29,458
Buildings	5,000	59	1,54,114	509	2,407	(c) 3,318	89,697	4,49,347
Furniture and Apparatus (Special Grants only)	—	11	12,856	601	22	4,971	16,050	48,499
Total	5,000	70	1,66,970	1,110	2,429	8,289	1,05,747	4,97,846
Inspection	—	—	—	—	—	—	24,510	6,76,572
Scholarships held in—								
Arts Colleges	—	—	—	—	—	—	3,124	4,683
Professional Colleges	—	—	—	—	—	—	1,029	2,380
Secondary Schools	—	—	—	—	—	—	15,196	1,16,828
Primary Schools	—	—	—	—	—	—	2,032	23,360
Special Schools other than Training Schools	—	—	—	—	—	—	2,982	23,486
Miscellaneous	—	—	—	—	—	—	33,711	1,70,897
Total	—	—	—	—	—	—	82,584	10,18,206
Grand Total	8,868	22,195	19,48,246	64,309	19,291	4,21,871	14,96,661	72,42,605

N.B.—This table does not include figures for the Law class attached to the Midnapur College, which had 12 scholars.

* Table 4 of the Assam Tables shows that Local Fund Boards contributed Rs. 5,021 towards Training Schools for Masters managed by the Government, and Rs. 755 towards Training Schools for Masters under private management.

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Gandhi Memorial College Of Education Bantalab Jammu

GENERAL TABLE 8

Attendance and Expenditure in Hostels or Boarding-Houses for the Official Years 1895-96 and 1896-97

		Number of		Number of Boarders who are Students of				Expenditure from				
		Hostels or Boarding-Houses	Boarders	Arts Colleges	Secondary Schools	Primary Schools	Special Schools	Provincial Revenues	Local or Municipal Funds	Subscriptions and Endowments	Fees	Total Expenditure
1		2	3	4	5	6	7	8	9	10	11	12
Managed by Government—								Rs.	Rs.	Rs.	Rs.	Rs.
Madras	1895-96	2	373	—	373	—	—	30,442	—	42,971	—	72,413
	1896-97	2	383	—	168	75	140	43,932	—	2,231	—	46,163
Bombay	1895-96	7	597	—	78	3	516	4,231	—	—	191	4,422
	1896-97	9	586	—	104	4	478	6,105	—	—	373	6,478
Bengal	1895-96	26	855	221	504	—	130	12,520	—	5,857	37,834	56,211
	1896-97	25	860	205	503	—	152	16,479	—	4,225	43,641	64,345
N.-W. Provinces and Oudh	1895-96	49	1,128	92	896	27	113	1,824	8,361	2,074	4,225	16,484
	1896-97	45	1,029	83	629	97	220	1,664	7,171	2,981	3,855	15,671
Punjab	1895-96	13	1,171	113	711	—	347	10,111	—	94,526	10,129	1,14,766
	1896-97	13	1,127	111	673	—	343	8,593	—	98,728	11,809	1,19,130

(*Contd.*)

GENERAL TABLE 8 (*Contd.*)

		2	3	4	5	6	7	8	9	10	11	12
Central Provinces	1895-96	13	356	34	79	—	243	3,740	84	117	—	3,941
	1896-97	12	302	28	61	3	210	2,458	—	676	—	3,134
Burma	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Assam	1895-96	11	208	—	129	—	79	3,926	—	—	—	3,926
	1896-97	12	256	—	183	—	73	3,489	—	—	—	3,489
Coorg	1895-96	1	85	—	44	33	8	1,200	—	680	3,031	4,911
	1896-97	1	92	—	36	50	6	1,200	—	650	3,110	4,860
Berar	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Total	1895-96	122	4,773	460	2,814	63	1,436	67,994	8,445	1,46,225	55,410	2,78,074
	1896-97	119	4,635	427	2,357	229	1,622	83,920	7,171	1,09,491	62,788	2,63,370
2. Managed by Local Fund or Municipal Boards—												
Madras	1895-96	1	21	—	—	21	—	—	304	—	—	304
	1896-97	1	26	—	—	26	—	—	309	—	—	309
Bombay	1895-96	3	70	—	—	6	64	228	30	—	—	258
	1896-97	2	65	—	—	6	59	—	250	—	—	250
Bengal	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	3	5	—	5	—	—	—	—	—	—	—
N.-W. Provinces and Oudh	1895-96	99	1,076	—	1,060	16	—	—	2,989	108	2,138	5,235
	1896-97	129	1,289	—	1,266	23	—	—	5,642	115	1,526	7,283

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Punjab	1895-96	175	3,954	4	3,857	93	—	—	25,562	—	5,858	31,420
	1896-97	184	4,197	—	3,894	303	—	—	28,114	406	6,467	34,987
Central Provinces	1895-96	17	174	—	170	4	—	1,198	2,134	190	—	3,522
	1896-97	17	174	—	170	4	—	232	1,142	52	—	1,426
Burma	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Assam	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Coorg	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Berar	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Total	1895-96	295	5,295	4	5,087	140	64	1,426	31,019	298	7,996	40,739
	1896-97	336	5,756	—	5,335	362	59	232	35,457	573	7,993	44,255
3. Aided by Government or by Local Fund or Municipal Boards—												
Madras	1895-96	10	591	—	570	—	21	10,278	—	55,796	6,334	72,408
	1896-97	11	805	—	293	389	123	11,877	—	40,680	13,341	65,898
Bombay	1895-96	36	1,853	5	1,564	234	50	13,124	85	54,293	43,839	1,11,341
	1896-97	42	2,074	—	1,472	565	37	13,821	—	41,378	52,760	1,07,959
Bengal	1895-96	49	2,667	1	2,419	25	222	872	459	4,119	3,817	9,337
	1896-97	45	3,015	6	2,686	153	170	957	456	21,300	14,856	37,589

(Contd.)

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GENERAL TABLE 8 (*Contd.*)

		2	3	4	5	6	7	8	9	10	11	12
N.-W. Provinces and Oudh	1895-96	49	2,882	322	2,344	198	18	8,360	530	52,351	2,83,899	3,45,140
	1896-97	43	2,576	131	2,341	92	12	10,346	820	58,012	2,81,526	3,50,704
Punjab	1895-96	26	1,234	51	1,183	—	—	11,699	1,192	51,382	62,853	1,27,126
	1896-97	25	1,308	62	1,223	23	—	10,177	1,385	65,057	69,265	1,45,884
Central Provinces	1895-96	20	914	—	375	539	—	6,683	300	16,134	33,501	56,618
	1896-97	16	657	17	237	403	—	2,800	420	10,766	24,283	38,269
Burma	1895-96	48	2,486	6	1,024	1,335	121	7,930	1,274	88,757	80,231	1,78,192
	1896-97	66	2,969	10	1,279	1,560	120	11,948	1,363	93,128	87,002	1,93,441
Assam	1895-96	2	—	—	—	—	—	50	100	—	—	150
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Coorg	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Berar	1895-96	6	166	—	83	22	61	276	48	7,733	—	8,057
	1896-97	6	143	—	83	15	45	114	48	6,922	—	7,084
Total	1895-96	246	12,793	385	9,562	2,353	493	59,272	3,988	3,30,565	5,14,544	9,08,369
	1896-97	254	13,547	226	9,614	3,200	507	62,040	4,492	3,37,243	5,43,033	9,46,808
4. Unaided—												
Madras	1895-96	94	5,444	152	3,871	1,272	149	—	—	1,34,506	46,124	1,80,630
	1896-97	124	6,866	236	2,390	3,767	473	—	—	1,73,295	61,702	2,34,997
Bombay	1895-96	4	104	38	63	—	—	—	—	8,068	711	8,779
	1896-97	3	88	—	41	47	—	—	—	2,528	—	2,528

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Bengal	1895-96	135	4,362	49	2,654	1,207	452	10	—	97,778	34,838	1,32,626
	1896-97	135	3,694	113	2,454	961	166	—	—	84,909	36,300	1,21,209
N.-W. Provinces and Oudh	1895-96	21	663	106	381	160	16	—	—	43,134	8,184	51,318
	1896-97	49	1,807	258	1,032	213	304	—	144	41,241	38,427	79,812
Punjab	1895-96	42	1,651	404	1,105	142	—	—	30	36,493	22,078	58,601
	1896-97	47	1,869	348	1,155	351	15	—	—	41,944	21,885	63,829
Central Provinces	1895-96	1	5	—	5	—	—	—	—	63	—	63
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Burma	1895-96	12	507	17	227	199	64	—	—	6,257	29,662	35,919
	1896-97	169	1,987	19	227	1,700	41	120	215	15,050	31,634	47,019
Assam	1895-96	20	250	—	100	150	—	—	—	1,072	—	1,072
	1896-97	31	302	—	172	127	3	—	—	818	—	818
Coorg	1895-96	—	—	—	—	—	—	—	—	—	—	—
	1896-97	—	—	—	—	—	—	—	—	—	—	—
Berar	1895-96	1	10	—	10	—	—	—	—	201	—	201
	1896-97	3	22	—	22	—	—	—	—	351	—	351
Total	1895-96	330	12,996	766	8,419	3,130	681	10	30	3,27,572	1,41,597	4,69,209
	1896-97	561	16,635	974	7,493	7,166	1,002	120	359	3,60,136	1,89,948	5,50,563
Total—												
Madras	1895-96	107	6,429	152	4,814	1,293	170	40,720	304	2,33,273	52,458	3,26,755
	1896-97	138	8,080	236	2,851	4,257	736	55,809	309	2,16,206	75,043	3,47,367

(*Contd.*)

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GENERAL TABLE 8 (*Contd.*)

1		2	3	4	5	6	7	8	9	10	11	12
Bombay	1895-96	50	2,624	43	1,708	243	630	17,583	115	62,361	44,741	1,24,800
	1896-97	56	2,813	—	1,617	622	574	19,926	250	43,906	53,133	1,17,215
Bengal	1895-96	210	7,884	271	5,577	1,232	804	13,402	459	1,07,754	76,559	1,98,174
	1896-97	208	7,574	324	5,648	1,114	488	17,436	456	1,10,434	94,797	2,23,123
N.-W. Provinces and Oudh	1895-96	218	5,749	520	4,681	401	147	10,184	11,880	97,667	2,98,446	4,18,177
	1896-97	266	6,701	472	5,268	425	536	12,010	13,777	1,02,349	3,25,334	4,53,470
Punjab	1895-96	256	8,010	572	6,856	235	347	21,810	26,784	1,82,401	1,00,918	3,31,913
	1896-97	269	8,501	521	6,945	677	358	18,770	29,499	2,06,135	1,09,426	3,63,830
Central Provinces	1895-96	51	1,449	34	629	543	243	11,621	2,518	16,504	33,501	64,144
	1896-97	45	1,133	45	468	410	210	5,490	1,562	11,494	24,283	42,829
Burma	1895-96	60	2,993	23	1,251	1,534	185	7,930	1,274	95,014	1,09,893	214,111
	1896-97	235	4,956	29	1,506	3,260	161	12,068	1,578	1,08,178	1,18,636	2,40,460
Assam	1895-96	33	458	—	229	150	79	3,976	100	1,072	—	5,148
	1896-97	43	558	—	355	127	76	3,489	—	818	—	4,307
Coorg	1895-96	1	85	—	44	33	8	1,200	—	680	3,031	4,911
	1896-97	1	92	—	36	50	6	1,200	—	659	3,110	4,960
Berar	1895-96	7	176	—	93	22	61	276	48	7,934	—	8,258
	1896-97	9	165	—	105	15	45	114	48	7,273	—	7,435
Total	1895-96	993	35,857	1,615	25,882	5,686	2,674	1,28,702	43,482	8,04,660	7,19,547	16,96,391
	1896-97	1,270	40,573	1,627	24,799	10,957	3,190	1,46,312	47,479	8,07,443	8,03,762	18,04,996

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